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ABSTRACT

The materials and procedures used by the Fountain Valley School District, California, to implement their reading program are described. Included are a description of the reading principles on which the program is based and information on methodology and organizational procedures. Also described are lists of state-adopted texts, summaries of basic texts, scope and sequence of materials, plus a means of evaluating the effectiveness of such a program. Graphs, charts, and forms are used to further explain the use of the guide and the implementation of the program. (AI)

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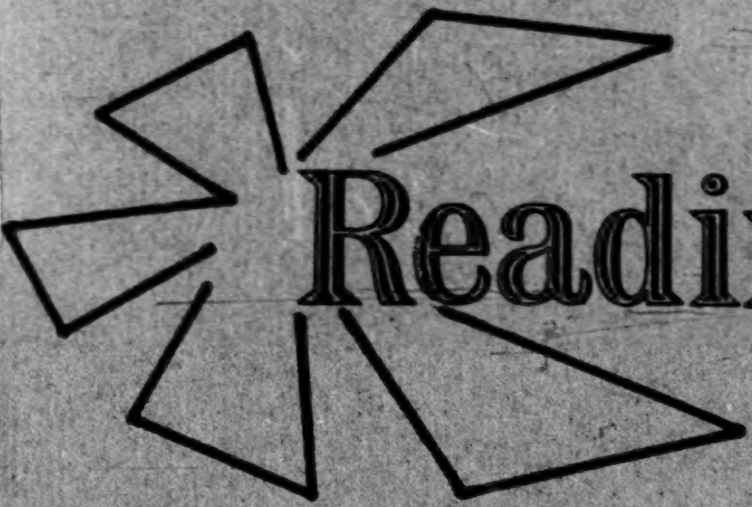
fountain valley school district



Reading Guide

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RE 003 793

Guide for Implementing State Adopted Texts

1969-70

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GUIDE FOR IMPLEMENTING STATE ADOPTED TEXTS

1969 - 1970

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FOREWORD

The central problem in all curriculum is the selection, organization and teaching of learning experiences. To be effective, learning experiences must provide children with the challenge, activity, situation and conditions which induce growth. Within this frame-of-reference, the following principles serve as guides for all concerned with aspects of reading:

- Learning to read, like all learning, is complex. Causes of non-learning are multiple, and non-learning in an area like reading may be only symptomatic of a pupil's inability to function.
- Learning to read is an individual growth process, closely related to the individual's motivation and personal development.
- Reading is a complex skill and calls for a multiple approach and multiple materials. What may work with one individual or group may not be successful with another. The goal in the teaching of reading for learning and thinking is to make the child less and less dependent on the teacher and more self-sufficient.
- Grade expectancies must be adjusted and analyzed to fit the facts of individual differences. The reading abilities of any large group of pupils will vary according to the normal curve of distribution.
- A good reading program forms a major part of the program in language arts. It is closely related to the school's curriculum pattern. While reading is primarily a process of grasping and interpreting meaning, experience and the results of research show that efficient habits of word perception are essential requisites to fluent, thoughtful reading.
- Reading is a functional tool, constantly used in communication and in carrying on work and learning in all areas. Therefore, each teacher becomes a teacher of reading. The reading of imaginative literature, for example, demands sophisticated skills of reading between the lines, of reading metaphorical and figurative language. Reading in a science class will entail different objectives and an emphasis on other skills.

Mike Brick
District Superintendent

EDUCATIONAL POINT OF VIEW

The Fountain Valley School District Board of Trustees believes that an educational plan must be based upon a point of view regarding children and how they learn. It is the purpose of this position paper to depict the District's point of view as a foundation from which the educational plan has been designed.

We believe all children are unique. This is because of the many variables present in physical and emotional development which produce a wide range of differences between individuals. As a result, children of a given chronological age group differ markedly in their intellectual ability, the rate at which they learn, and the way in which they learn. Their academic achievements and interests also vary significantly. These differences in learning style are not only apparent when comparing children, but are also observable within an individual child.

The most important purposes of the Fountain Valley School District are the development, as fully as possible, of the intellectual potential of all students, and to prepare them to make contributions to our society. These purposes demand sound instruction in the basic skills, the teaching of worthwhile subject matter and, above all, earnest cultivation of reasoning and creativeness. The District believes that HUMAN TALENT IS THE GREAT INVESTMENT for the future of our country.

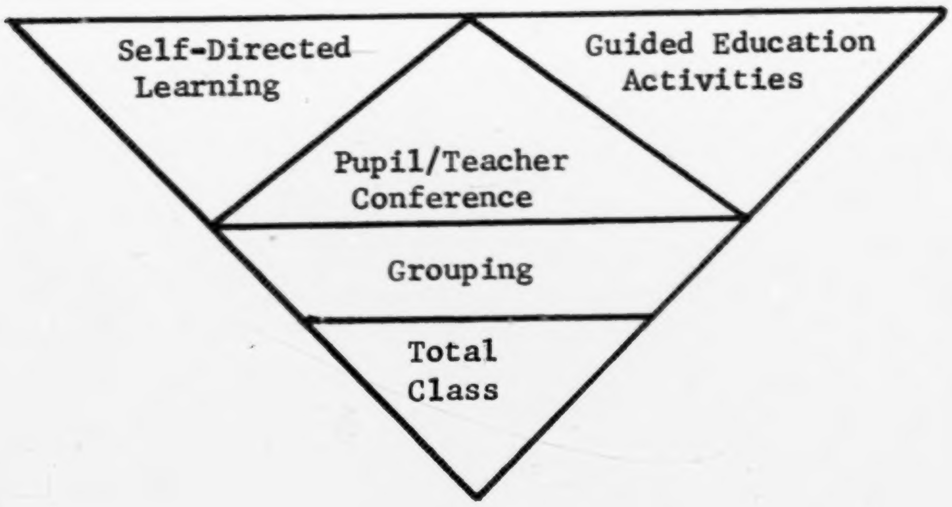
Because learning is an individual matter, it is essential that the design of the educational program be flexible to meet the wide range of variables that are inherent in all children. The most meaningful approach to the implementation of a curriculum that meets these wide range of variables among students is an individualized program of instruction. This provides classroom instruction which leads to a more personalized approach to learning.

The Fountain Valley School District believes that maximum individual development requires:

- Recognition of individual variabilities
- Acceptance of these differences as being normal
- Accurate diagnosis of individual pupil abilities
- Provisions for differences in learning rates among children
- Realistic standards of achievement for each pupil

Personalized instruction should not be equated solely with individual teaching or tutoring. Personalized instruction is defined as a realistic adjustment to differences within any group of children and requires a combination of total group, small group, and individual learning opportunities.

The selection of the organizational pattern is dependent upon the learning activity in which the student is involved.



The inverted pyramid illustrates the evolving pattern of instructional organization adopted by the Fountain Valley School District. Its purpose is to guide pupils beyond mass instruction to the development of independent and creative learning skills.

To effectively serve the student, the teacher must act as a "facilitator of knowledge." The teacher must guide and direct learning activities but not dictate. The administrative alternatives in the organization of a program for students appear unlimited. And yet, when we consider the characteristics of the child, our suitable and professionally appropriate choices become very limited.

It is encouraged that each staff member read the ensuing guide carefully for assistance in reviewing the recommended strategy for implementing the district reading program.

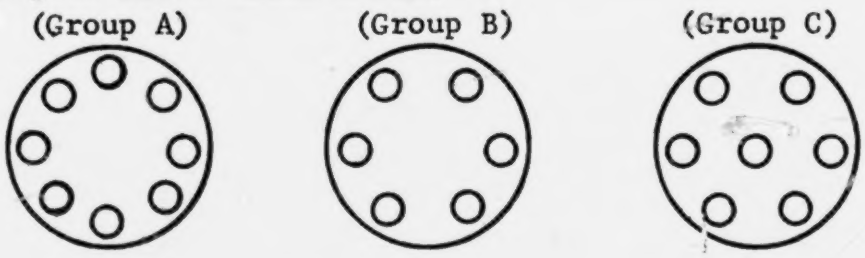
METHODOLOGY AND ORGANIZATION OF THE READING PROGRAM

The intent of the following section of the guide is to describe three specific organizational plans to be used for the grouping of pupils for instruction. Each plan is designed to encourage maximum sequential skill development. Selection of an appropriate plan should depend upon the needs of the students as well as the experience, training and instructional style of the teacher.

Plan Descriptions

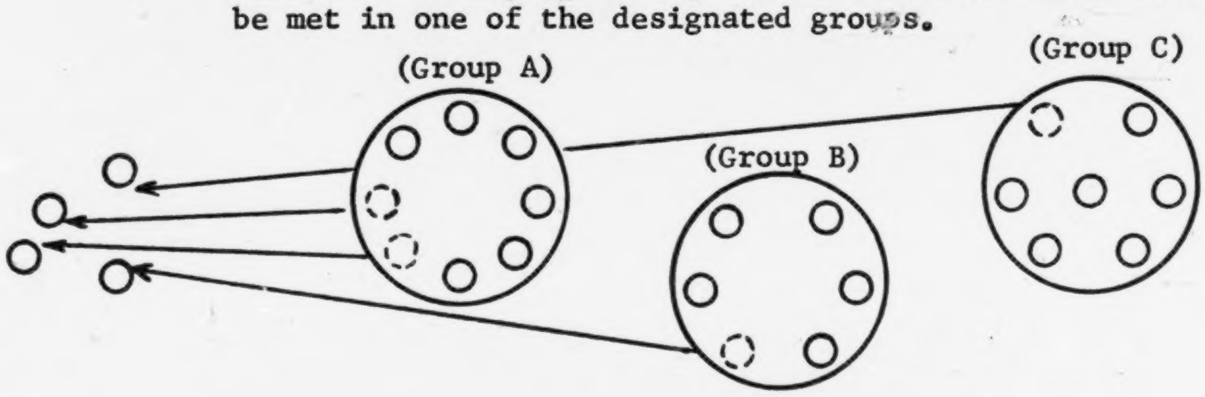
Plan I - The Basic Developmental Reading Program

In this program, students are placed in one of several formal groups according to basic skill needs.



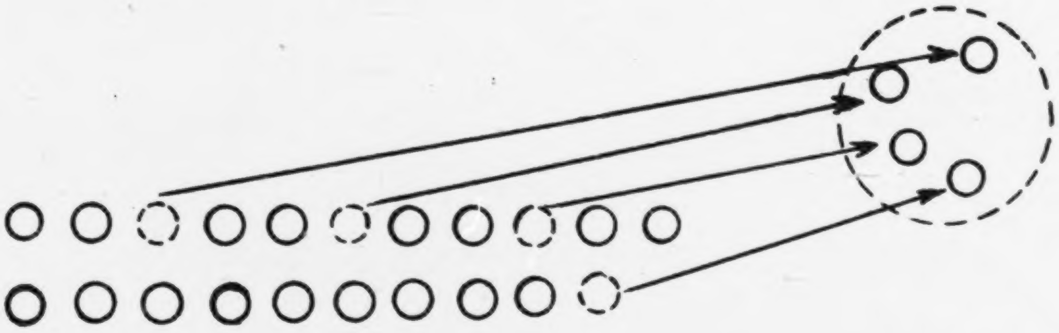
Plan II - The Combination Developmental and Prescriptive Program

In this program, students are grouped as in Plan I with specific individualized programming initiated for students whose needs cannot be met in one of the designated groups.



Plan III - The Prescriptive Program

In this program, each student is individually diagnosed and individually programmed. Groups are formed only when common skill needs arise. These groups are dissolved as soon as the skill need no longer exists.



THE CONCEPT OF THE BASIC DEVELOPMENTAL READING PROGRAM

The basic developmental reading program provides the learner with a sequential program of skill development by use of the state adopted textbooks.

Organization, methods, materials and activities are selected for their appropriateness and value to the group or child in order to promote reading skill development.

Supplementary activities and materials are used to enrich the basic program, but it is assumed that the basic skills of the particular text will be taught as recommended.

This program has the advantages of:

- Assuring that all skills are taught in a continuous sequential manner
- Providing guidance for the teacher when:
  - new materials are being used
  - the reading program is being initiated
  - teaching of the reading program is new to the teacher
- Allowing the teacher to evaluate the child's needs and initiate a prescriptive program for individuals or groups as needs are evidenced

A basic developmental program can be used to meet individual needs when the teacher has a knowledge of the skills to be taught. Evaluation techniques assess pupil progress and select suitable basic and supplemental activities to fit group or individual needs. Evaluation techniques are used to assess the teacher's reading program as well as individual pupil progress.

TEACHER PREPARATION FOR A BASIC DEVELOPMENTAL READING PROGRAM

In planning for the lesson, the teacher needs to have clearly in mind the answers to the following questions:

- What goals do I have for this specific lesson?
- What is my plan for grouping?
- Do I have adequate routines established for the movement of children?
- Do I have adequate materials -- books, pictures, objects, aids?
- What follow-up material shall I use with this lesson?
- Have I chosen the most appropriate material for developing the skill presented in the lesson?
- Are the directions for follow-up clearly understood by each child?
- How will this follow-up work be evaluated and used for prescriptive teaching?

ORGANIZATION OF THE DEVELOPMENTAL BASIC READING PROGRAM

This organizational plan is based upon a reading period divided into three time blocks. Emphasis is placed on flexibility. Within each group, a variety of abilities can be provided for by utilizing the alternatives and suggestions in the Teacher's Guide.

TIME	GROUP I	GROUP II	GROUP III
9:00- 9:30	Follow-up Work	Teacher Directed Lesson	Independent Activities
9:30- 10:00	Independent Activities	Follow-up Work	Teacher Directed Lesson
RECESS			
10:15- 10:45	Teacher Directed Lesson	Independent Activities	Follow-up Work
Four 20 Min. Blocks	The Macmillan program will require a different organization of time. You will want to divide the time into 4 blocks instead of 3.		

Within the structure of the basic program, in the Teacher's Guide, suggestions for teaching blocks of time are included in each lesson plan. Following the basic organizational plan of the program, consider the organization pattern of the series from which you are teaching. As an example, Harper-Row's units are divided into three blocks of time. Macmillan's organization is recommended to be taught in four blocks of time. (7 & 8 level - See appropriate titles)

DESCRIPTION OF THE TERMS USED IN ORGANIZATIONAL PLAN

Teacher Directed Lesson: Instruction is given by the teacher to insure growth in reading skills. Due to the short attention span of children in Group III, it is suggested that the teacher read with this group the second period of time. This allows them reinforcement and prevents them from working independently for a long period of time. (See Teacher's Guide for specific suggestions.)

Follow-up Work: Teacher assigns work as a follow-up to the directed lesson. (See guide for specific questions.) Follow-up should:

- Relate to the lesson to be used for independent reading or a written lesson
- Be designed to strengthen and maintain reading skill
- Be short enough so each child will complete it successfully
- Be evaluated as a teaching tool

Independent Activities: There should be an understanding between teacher and pupils concerning acceptable activities in which children might participate. These activities should be worthwhile and reading oriented. They may be related to other content areas. Experience in skill using needs to be practiced in all aspects of the total school day. This gives the child an opportunity to use and relate the language program -- not isolate reading, writing and spelling.

CONCEPT OF COMBINATION DEVELOPMENTAL AND PRESCRIPTIVE PROGRAM

As you work with the basic developmental program, you may find that some childrens' reading needs are not met by basic grouping.

As the teacher becomes more secure with the group, familiar with the materials, and has gathered additional diagnostic data on the student, she will want to prescribe individualized lessons or activities for specific students.

This is the beginning of prescriptive teaching. A combination of basic and prescriptive teaching utilizes the basic developmental group as one tool for prescriptive teaching. Sequential skill development is provided. Guidance for the teacher is available from the Teacher's Guide and other sources. Part of the program is from student needs.

TEACHER PREPARATION FOR A BASIC DEVELOPMENTAL AND PRESCRIPTIVE PROGRAM

The teacher needs to:

- Diagnose children's progress for placement in basic text
- Establish routine according to the following schedule
- Refer to basic developmental group procedures

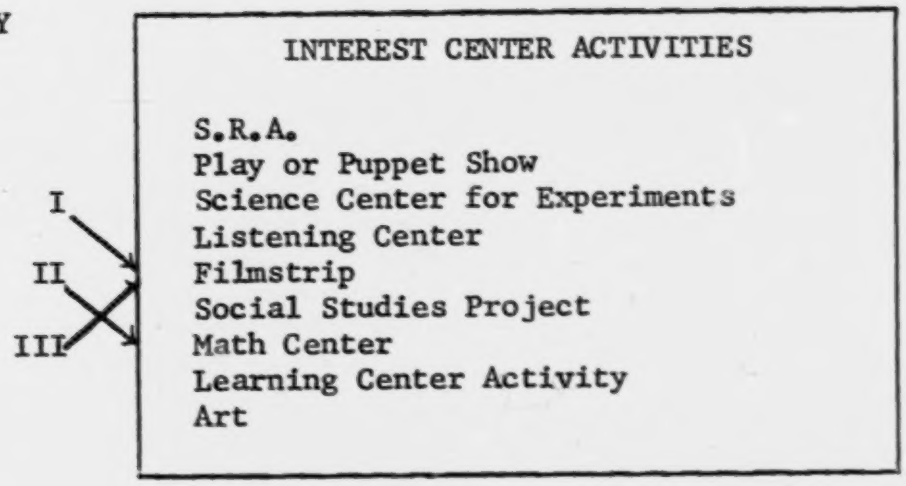
ORGANIZATION OF BASIC DEVELOPMENTAL AND PRESCRIPTIVE PROGRAM
(Combination)

Interest center activities are in every respect an integral part of the learning opportunities that are provided for children in the classroom. These are not activities that are done after the student finishes his other work to fill time. The activities should be specifically designed to help the child relate all aspects of the curriculum to the reading process. (See CMC publications or Teacher Guides for other worthwhile learning activities.)

	9:00	9:30-10:00	RECESS	10:15	10:45-11:15
I	Follow-Up Activity From Previous Day	Activity		Meet With Teacher	Selective Reading For All
II	Meet With Teacher	Follow-Up		Activity	Library
III	Activity	Meet With Teacher		Follow-Up	Free Time for Teacher to Test or Work on Individual Needs or Conference

ORGANIZATION OF BASIC DEVELOPMENTAL AND PRESCRIPTIVE PROGRAM (Con't)

TODAY



INTEREST CENTER ACTIVITIES

S.R.A.
Play or Puppet Show
Science Center for Experiments
Listening Center
Filmstrip
Social Studies Project
Math Center
Learning Center Activity
Art

- Diagnose for individual needs that can be met during the last time block.
- Observe oral and written performance in all areas, all day, for skill needs.

The form shown below is a sample form that may be used daily by the teacher, Learning Coordinator, E.H. Teacher, or other specialized personnel to prescribe or evaluate student achievement.

Name(s) John - Sue - Joe - Mary

Skill Needs: Independent comprehension of directions

Prescription: Audio-perception test with Learning Coordinator (schedule this)

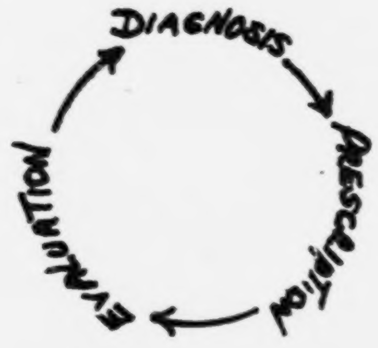
Evaluation: Audio-perception normal. Do new prescription such as ① audio directions on tape ② Oral directions in sequence of 3 items to be done ③ Ditto exercises (i.e., make a red circle, etc.)

- As the teacher becomes more capable of diagnosing children's needs and becomes better acquainted with materials and the programs available, a variety of alternatives may be used. For example, some groups may be able to use a combination of programs. A very capable group will use the basic developmental text three days a week and the supplementary literature book, two days a week. A group in need of language development will will use two of the teacher-directed lesson periods building language experience, in addition to the slow track of the basic text. It may become apparent that a student does not belong in any of the three groups. If more than three groups are necessary, an additional time block can be added to the schedule for another activity.

A basic pattern is established to give the child the security of knowing what he is to do, but flexibility to meet individual needs is built into this structure.

CONCEPT OF PRESCRIPTIVE TEACHING

Prescriptive teaching is a method utilizing the diagnostic data the teacher has gathered and using various tools of evaluation to prescribe a reading program to meet the individual needs of the student. Prescriptive teaching is a continuous cycle of -



TEACHER PREPARATION FOR PRESCRIPTIVE TEACHING

* The teacher should have a thorough knowledge of the skills included in the basic programs in order to implement a prescriptive program.

* The teacher should be thoroughly familiar with the basic texts and supplementary materials and methods used in the total reading program. This would include the supplementary adoptions, literature series and other related reading programs.

* The teacher should use all techniques of evaluation, tests, observations, daily work, past performance, physical and emotional needs and attitude toward reading to evaluate the needs of the child.

* An individual program has been planned for the child or group with teacher objectives clearly stated for student progress.

* An accurate system of record-keeping has been established.

* Discuss the philosophy and details of this method with the principal so that there will be understanding and approval of the program to be initiated.

* Explain the method to the class, group or child.

* Plan and select a definite method to begin and a weekly procedure for implementation.

ORGANIZATION OF A PRESCRIPTIVE READING PROGRAM

Diagnosing student's needs would include:

- Teacher observation of child's success in basic reading program, application of reading skills in the content areas and attitude toward reading
- Past performance from child's cumulative records such as physical condition, test scores, guidance referrals, progress reports and pupil progress sheets
- Formal or informal placement and in-process testing

Prescription is the translation of the diagnostic findings which include:

- Selection of appropriate reading method for child's unique needs. The child's needs might be met by a basic developmental plan, Language Experience approach, SRA, Frostig Materials, or others. A combination of programs may be used
- Utilization of auxiliary personnel such as the school Nurse, Psychologist, Speech Teacher, Teacher of the Educationally Handicapped, Reading Specialist and Learning Coordinator
- Selection of materials to accompany the prescribed programs such as manipulative aids, language master, audio-visual aids
- Developing an organizational plan such as the following:

TIME	INSTRUCTION	AUDIO-VISUAL	MANIPULATIVE	LIBRARY
20 Min.	Sounds of Language Text or Low Track of Basic ✱			Self-selection of Biographies for Group Unit *
20 Min.	Individual Conferences *	Phonics Work Sheet to Accompany Tape ✱		
20 Min.		Read Literature Selection on Tape for Class *	Work With Perceptual Aids ✱	
20 Min.			Group Project-Writing Class Newspaper *	Self-selected Reading ✱

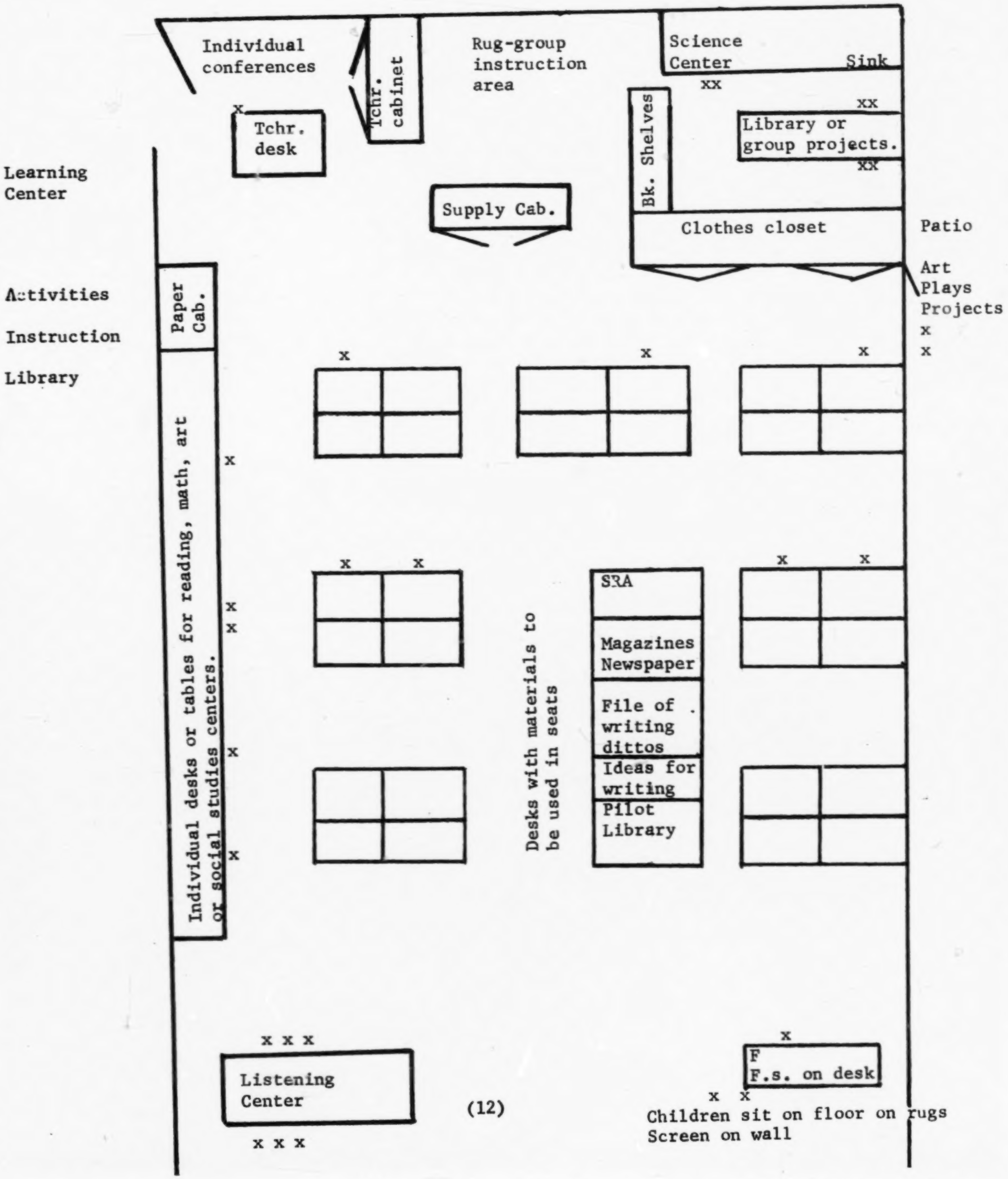
Group Needs: ✱ Above grade, self-selection, application to content areas, enrichment
✱ Language development, perception, basic skills

- Familiarize children with organizational plan, traffic pattern and room standards
- Implement program

Evaluation for recycling:

- Teacher observation of student achievement in program and application to other curriculum areas
- Formal and informal testing
- Teacher's self-evaluation of appropriateness of prescriptive selection

Implementation - Provide physical environment to implement program. The following is a model plan:


Individual conferences
Tchr. cabinet
Rug-group instruction area
Science Center
Sink
xx
Tchr. desk
Bk. Shelves
xx
Library or group projects.
xx
Learning Center
Supply Cab.
Clothes closet
Patio
Activities
Instruction
Library
Paper Cab.
Art
Plays
Projects
Individual desks or tables for reading, math, art or social studies centers.
Desks with materials to be used in seats
SRA
Magazines Newspaper
File of writing dittos
Ideas for writing
Pilot Library
x x x
Listening Center
x x x
F
F.s. on desk
Children sit on floor on rugs
Screen on wall

STATE ADOPTED TEXTS

BASIC READING TEXTS

The State of California adopted reading texts in several areas varying according to designated levels. Some texts written by the author for a specific level have been adopted for use at a different level. This occurred when the material selected was the best choice in quality of those textbooks submitted for adoption.

For this reason, the teacher must carefully analyze the books available to her as to their purpose and content. (See Overview of Basic Texts.) As an example, the Bank Street Reader (Macmillan) was adopted for the culturally disadvantaged student. The book is written for all children and is "Language Experience" oriented. This text will be available in the Curriculum Materials Center to be used for students whom you feel will benefit from its use.

Specific titles and distribution ratios of the adopted texts are listed on the following pages. In addition to these titles, the textbook, Open Highways, has been selected by the district for use at the Seventh and Eighth levels.

22

F - Fast
A - Average
S - Slow
C - Consumable
N - Non-Consumable

BASIC READING TEXTS, 1969
Title Adoption and Ratios
Levels K-6

LEVEL	HARPER & ROW			MACMILLAN		SCOTT FORESMAN	
		STRAND I (Developmental)	STRAND II (Content)				
R	All A-S	On Our Way to Read (C) 1:1 Off We Go With Stories (N) 1:4					
PP		Janet & Mark 4:5 Outdoors & In 4:5 City Days, City Ways 4:5 Just For Fun 4:5					
P	A-S	Around the Corner 4:5					
	All	Phonics Workbook (C) 1:2 Pre-Primer & Primer					
1st Rdr	A-S	Real & Make-Believe 4:5	From Elephants to Eskimos 1:4	F	Worlds of Wonder 1;5		
	All	Phonics Workbook (C) 1:2 Real and Make Believe		F	Lands of Pleasure 1:5		
2nd Rdr	A-S	All Through the Year 4:5	From Fins to Feathers 1:4	F	Enchanted Gates 1:5		
	All	Phonics Workbook (C) 1:2 All Through the Year		F	Shining Bridges 1:5		
3rd Rdr	A-S	From Faraway Places 4:5	From Bicycles to Boomerangs 1:4	F	Better Than Gold 1:5		
				F	More Than Words 1:5		
4th Rdr	A	Tradewinds 4:5	From Codes to Captains 1:4	F	Magic Word 1:5	S	Open Highways 4 1:7
5th Rdr	A	Crossroads 4:5	From Actors to Astronauts 1:4	F	Bold Journeys 1:5	S	Open Highways 5 1:7
6th	A	Seven Seas 4:5	From Coins to Kings 1:4	F	Into New Worlds 1:5	S	Open Highways 6 1:7

F - Fast
A - Average
S - Slow

BASIC READING TEXTS, 1969
Title Adoption
Levels 7th & 8th

LEVEL		SCOTT, FORESMAN		SILVER BURDETT		FIELD EDUCATIONAL PUBLICATIONS		FOLLETT		PRENTICE-HALL
7	A	Dimensions 3:5	F	Success in Reading 1:5	S S	Wheels 1:7 Riddles 1:7	S	Learning Your Language I 1:7	S S	Foundations A 1:7 Foundations B 1:7
8	A	Challenges 3:5	F	Success in Reading II 1:5	S S	Bearcat 1:7 Smashup 1:7	S	Learning Your Language II 1:7	S	Foundations C 1:7

BASIC LITERATURE TEXTS - 1969 ADOPTION
Levels 1-8

LEVEL	HARCOURT, BRACE		HEATH		SCOTT FORESMAN		FRANKLIN PUBLICATIONS		SINGER		MACMILLAN	
1st			All	Peppermint Fence Sky Blue 1:4								
2nd			All	Star Bright 1:4								
3rd			All	Meadow Green 1:4								
4th	All	Much Majesty 1:3										
5th	All	Wider Than Sky 1:3										
6th	All	First Splendor 1:3										
7th	All	Adventures For Readers I 1:3			All	Projection In Literature 1:3						
8th	All	Adventures For Readers II 1:3			All	Counterpoint In Literature 1:3						

SUPPLEMENTARY LITERATURE TEXTS - 1969 ADOPTION
Levels 1-8

1st												
2nd												
3rd							All	Here and There Stories 1:10				
4th							All	Now and Then Stories 1:10	All	Aesops Fables 1:10		
5th							All	Near and Far Stories 1:10				
6th									All	Famous Myths of the Golden Age 1:10		
7th	All	Four Famous Adventures 1:10									All	Plays to Enjoy 1:10
8th	All	Five American Adventures 1:10			All	Reflections On A Gift of Watermelon Pickle					All	Plays to Remember 1:10

F - Fast
A - Average
S - Slow

SUPPLEMENTARY READING TEXTS · 1969 ADOPTION
Levels K-8

LEVEL	GINN		NOBLE & NOBLE	HOLT, RINEHART & WINSTON	LAIDLAW	FIELD EDUCATIONAL PUBLICATIONS		CENTURY SCHOOL PRESS	LIPPINCOTT	
K	All	Building Pre-Reading Skills 1:Teacher	Try: Task 1,2,3 1:Teacher	Sounds of Home 1:Teacher					F	
1st			Try: Task I, 1:30 Try: Task 2, 1:30 Try: Task 3, 1:30 S	Sounds of Numbers 1:3; Sounds Around Clock, 1:3 (All)	Happy Days In The City 1:7 Sail Around The City 1:7					Readiness For Learning 1:5
2nd				Sounds of Laughter 1:3	Good Times In The City 1:7				Fast 1 - 2 - 3	Basic Reading, PP 1:5
3rd				Sounds of The Storyteller 1:3	Adventures In The City 1:7					Basic Reading P 1:5
4th				Sounds of Mystery 1:3		(S)	Sea Hunt 1:5 Pearl Divers 1:5 Whale Hunt 1:5			Basic Reading 1 & 2 1:5
				Sounds of The Young Hunter 1:3			Mystery Marble Angel 1:5 Mystery Midnight Visitor 1:5			
5th							Mystery Myrmidons' Journey 1:5			
6th				Sounds of A Distant Drum 1:3			Sleeky The Otter 1:5 Arctos The Grizzly 1:5 Skipper The Dolphin 1:5			
7th								Slow 1:60 Operation Phoenix; Pedro's Secret; Deadline for Tim; Dognappers; The Peculiar Lawn; Mower; A Place for Joe; Rescue on the Mountain; Racing the Salt; Chilling Escape; Behind the Scenes; Hundred-Milers; Loud and Clear; The Big Break; Viceroy's Daughter		
8th										

Title Listings

BASIC READING PROGRAM
SEVENTH AND EIGHTH YEAR LEVELS

<table>
<tr><th>SLOW</th><th>AVERAGE</th><th>FAST</th></tr>
<tr><td rowspan="2">Comprehension:
CHECKERED FLAG SERIES
Gr. 7 WHEELS
RIDDLER
Gr. 8 BEARCAT
SMASHUP</td><td colspan="2">BASIC READING</td></tr>
<tr><td>Curriculum Foundation
Gr. 7 DIMENSIONS
Gr. 8 CHALLENGES</td><td>Silver Burdett
Gr. 7 SUCCESS IN READING, BOOK I
Gr. 8 SUCCESS IN READING, BOOK II</td></tr>
<tr><td rowspan="2">Study Skills:
BE A BETTER READER SERIES
Gr. 7 FOUNDATIONS A
FOUNDATIONS B
Gr. 8 FOUNDATIONS C</td><td colspan="2">BASIC LITERATURE</td></tr>
<tr><td>Scott Foresman
Gr. 7 PROJECTION IN LITERATURE
Gr. 8 COUNTERPOINT IN LITERATURE</td><td>Harcourt, Brace & World
Gr. 7 ADVENTURES FOR READERS, BOOK I
Gr. 8 ADVENTURES FOR READERS, BOOK II</td></tr>
<tr><td rowspan="2">Language Skills:
FOLLETT BASIC LEARNING PROGRAM
Gr. 7 LEARNING YOUR LANGUAGE I
Gr. 8 LEARNING YOUR LANGUAGE II</td><td colspan="2">SUPPLEMENTARY LITERATURE</td></tr>
<tr><td>Harcourt, Brace & World
ADVENTURES IN GOOD BOOKS
Gr. 7 FOUR FAMOUS ADVENTURES
Gr. 8 FIVE AMERICAN ADVENTURES</td><td>Macmillan
LITERARY HERITAGE SERIES
Gr. 7 PLAYS TO ENJOY
Gr. 8 PLAYS TO REMEMBER</td></tr>
<tr><td>Oral:
MACMILLAN GATEWAY
Gr. 7 A FAMILY IS A WAY OF FEELING
STORIES IN SONG & VERSE
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COPING</td><td colspan="2">Scott, Foresman
Gr. 8 (Poetry)
REFLECTIONS ON A GIFT OF WATERMELON PICKLE AND OTHER MODERN VERSE

(SEE ANNOTATED ANALYSIS FOR DESCRIPTION)</td></tr>
<tr><td>Remedial:
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ANNOTATED ANALYSIS OF TEXTBOOKS IN READING AND LITERATURE

To aid you in analyzing the purpose and content of the books and categories for which they were adopted, the following pages give a brief description of each book or series. This will also be helpful to teachers who will need to select alternate learning opportunities to meet specific needs of the students.

The categories are designated: Basic, Supplementary Literature, and Culturally Disadvantaged. Within each category the levels are listed along with the grouping (Slow, Fast, Average) The description is of all materials that were adopted by the state.

ANNOTATED ANALYSIS OF
TEXTBOOKS IN READING AND LITERATURE
ADOPTED FOR KINDERGARTEN AND LEVELS ONE THROUGH EIGHT

TEACHER MATERIALS FOR THE KINDERGARTEN

TRY, TASK 1, 2 and 3 - Teachers Guides
Noble and Noble, Publishers, Inc.

These materials include three trays of manipulative materials. The first tray has the basic shapes of circle, square, triangle, and rectangle in three different sizes. The second tray includes blocks with different patterns on the six sides. The third tray includes letters of the alphabet in both capital and small letter forms. The letters are raised so that a tactile-kinesthetic experience is provided for children that need this approach. One pupil workbook is provided for each task. Sheets of acetate may be used over the pages of these workbooks so that children can use a grease pencil and perform the various activities by tracing. Or, if needed, additional copies may be purchased from the Department of Education. The teachers manual describes minutely the lessons designed for each task.

BUILDING PRE-READING SKILLS: Pictures
Ginn and Company

Three sets of pictures are included in this kit. The material is designed for teachers to use in developing listening and speaking skills of young children. The pictures are in three sizes and include illustrations from fairy stories, pictures of modern workers in the community, and pictures of animals.

SOUNDS OF HOME
Holt, Rinehart and Winston, Inc.

This book contains a fresh and enchanting collection of poems and stories to be read by the teacher and, also, later by those children who exhibit a readiness to do so. Children should be encouraged to repeat the spoken patterns of the sentences they hear.

BASIC READING, GRADES 1-3

All Categories

THE HARPER AND ROW BASIC READING PROGRAM
Harper & Row Publishers
Grade 1 - On Our Way To Read
Teachers Edition

This consumable readiness book is to be used by all first grade pupils.

From the children's ability to use this material, teachers may determine the succeeding materials that will best meet their reading needs. For example, the fast pupil who executes the tasks and lessons in this material with accuracy and ease and is already reading some words may need to be placed directly into the primer and then into the material for the fast student, which would be the Macmillan Reading Program. The teacher will be able to determine which pre-primer of the Harper and Row Basic Reading Program will be needed for the average or slow student.

Average and Slow

THE HARPER AND ROW BASIC READING PROGRAM
Harper & Row, Publishers
Grade 1 - *Off We Go With Stories*

This nonconsumable readiness book is for use by the child who may come from a culturally disadvantaged home or have a foreign language background with little knowledge of English, or need an extended readiness program because of his immaturity.

Pre-Primers	JANET AND MARK
	OUTDOORS AND IN
	Teachers Edition of these two books
	CITY DAYS, CITY WAYS
	JUST FOR FUN
	Teachers Edition of these two books
Primer	AROUND THE CORNER
	Teachers Edition

Strand One

This strand comprises the basic developmental reading program.

Grade 1	REAL AND MAKE BELIEVE
	Teachers Edition
Grade 2	ALL THROUGH THE YEAR
	Teachers Edition
Grade 3	FROM FAR AWAY PLACES
	Teachers Edition

Strand Two

Strand Two makes specific provisions for reading in the content fields. Teachers may use the book designated for each level after the basic developmental reader has been read, or they may select specific lessons and use them concurrently with the basic reader. For example, *From Elephants to Eskimos* could be used following the reading of *Real and Make Believe*, or the teacher might wish to have the child reading sequentially in both books.

Grade 1	FROM ELEPHANTS TO ESKIMOS
	Teachers Edition
Grade 2	REAL AND MAKE BELIEVE
	Teachers Edition
Grade 3	FROM BICYCLES TO BOOMERANGS
	Teachers Edition

All Categories

PHONICS WORKBOOKS (consumable)
Harper & Row Publishers, Inc.

Level 1	PRE-PRIMERS AND PRIMER Teachers Edition REAL AND MAKE BELIEVE Teachers Edition
Level 2	ALL THROUGH THE YEAR Teachers Edition

The Teachers Edition of Strand One book From Faraway Places includes the pupil phonics workbook material for Level 1 in the back of the book. Specific provision has been made to enable teachers and district personnel to duplicate this material without infringing on the copyright.

Fast

THE MACMILLAN READING PROGRAM
The Macmillan Company

This series introduces all the word attack skills early and provides early introduction and rapid development of the comprehension skills. It was adopted for students with superior learning ability who have a mature approach to reading.

Grade 1	WORLDS OF WONDER Teachers Edition LANDS OF PLEASURE Teachers Edition
Grade 2	ENCHANTED GATES Teachers Edition SHINING BRIDGES Teachers Edition
Grade 3	BETTER THAN GOLD Teachers Edition MORE THAN WORDS Teachers Edition

Culturally Disadvantaged

THE BANK STREET READERS
The Macmillan Company

These readers were adopted because they were the best materials available for the culturally disadvantaged. Teachers in rural areas may find the content of this material so slanted to the urban child that they may wish to use selected stories from the Harper and Row Basic Reading Program before using this material. The consumable readiness program in the Harper and Row materials will aid the teacher in selecting the appropriate pre-primer.

Grade 1	Pre-primer IN THE CITY Pre-primer PEOPLE READ Teachers Guide

Grade 1 (Con't)	Primer AROUND THE CITY
	Teachers Guide
	UPTOWN, DOWNTOWN
	Teachers Guide
Grade 2	MY CITY
	Teachers Guide
	GREEN LIGHT, GO
	Teachers Guide
Grade 3	CITY SIDEWALKS
	Teachers Guide
	AROUND THE CORNER
	Teachers Guide

SUPPLEMENTARY READING, GRADES 1-3

All Categories

THE SOUNDS OF LANGUAGE
Holt, Rinehart and Winston, Inc.

The child's ability to use language affects his ability to read. This material was adopted because from the beginning of the program, the reading is language-oriented. Emphasis is placed on the language and the development of vocabulary.

Grade 1	SOUNDS OF NUMBERS
	Teachers Edition
	SOUNDS AROUND THE CLOCK
	Teachers Edition
Grade 2	SOUNDS OF LAUGHTER
	Teachers Edition
Grade 3	SOUNDS OF THE STORYTELLER
	Teachers Edition

Fast

J. B. Lippincott Company

This material was adopted to provide an additional means for children to develop basic skills in reading. It includes readiness material, material to increase word attack skills, and material to increase a child's understanding and knowledge of good literature. Pupils in the fast group will particularly benefit from using this material, but its use need not be limited to those in the fast group.

Grade 1	READINESS FOR LEARNING
	Teachers Edition
	BASIC READING, Pre-primer
	BASIC READING, Primer
	Teachers Edition of the above two textbooks
	BASIC READING 1-1
	BASIC READING 1-2
	Teachers Edition of the above two textbooks

Grade 2	BASIC READING 2-1 Teachers Edition BASIC READING 2-2 Teachers Edition
Grade 3	BASIC READING 3-1 Teachers Edition BASIC READING 3-2 Teachers Edition

Slow and Culturally Disadvantaged

THE URBAN READING SERIES
Laidlaw Brothers

This supplementary material was adopted to help provide a well-balanced reading program for the culturally disadvantaged child. However, all students will find this series interesting, since it will aid in increasing their understanding of children from other cultures and ethnic groups.

Grade 1	HAPPY DAYS IN THE CITY Teachers Edition ALL AROUND THE CITY Teachers Edition
Grade 2	GOOD TIMES IN THE CITY Teachers Edition
Grade 3	ADVENTURES IN THE CITY Teachers Edition

TRY, TASK 1, 2, 3

Noble and Noble Publishers, Inc.

This manipulative material is needed to complete a balanced reading program for the less mature first grade child.

BASIC READING, Grades 4-6

Average

THE HARPER AND ROW BASIC READING PROGRAM
Harper and Row Publishers

Strand One

Grade 4	TRADEWINDS Teachers Edition
Grade 5	CROSSROADS Teachers Edition
Grade 6	SEVEN SEAS Teachers Edition

Strand Two

Grade 4	FROM CODES TO CAPTAINS Teachers Edition
Grade 5	FROM ACTORS TO ASTRONAUTS Teachers Edition
Grade 6	FROM COINS TO KINGS Teachers Edition

Fast

THE MACMILLAN READING PROGRAM
The Macmillan Company

Grade 4	THE MAGIC WORD Teachers Edition
Grade 5	BOLD JOURNEYS Teachers Edition
Grade 6	INTO NEW WORLDS Teachers Edition

Slow and Culturally Disadvantaged

THE OPEN HIGHWAYS READERS
Scott, Foresman and Company

Recognizing the needs of children who do not respond to the regular programs, this series was adopted because it draws on techniques employed in reading clinics as well as in classrooms. This material provides for continuation of the program for the slow and culturally disadvantaged into grades four, five and six.

Grade 4	OPEN HIGHWAYS, BOOK 4 Teachers Edition
Grade 5	OPEN HIGHWAYS, BOOK 5 Teachers Edition
Grade 6	OPEN HIGHWAYS, BOOK 6 Teachers Edition

SUPPLEMENTARY READING, Grades 4-6

All Categories

THE SOUNDS OF LANGUAGE READERS
Holt, Rinehart and Winston, Inc.

Grade 4	SOUNDS OF MYSTERY Teachers Edition
Grade 5	SOUNDS OF A YOUNG HUNTER Teachers Edition
Grade 6	SOUNDS OF A DISTANT DRUM Teachers Edition

Slow

THE DEEP-SEA ADVENTURE SERIES
Field Educational Publications
(formerly Harr Wagner Publishing Co.)

These high-interest stories, including the two series listed below, were adopted as supplementary readers for students who are slow in developing reading skills.

Grade 4	THE SEA HUNT THE PEARL DIVERS WHALE HUNT Teachers Manual for the series

THE MORGAN BAY MYSTERIES

Grade 5	THE MYSTERY OF THE MARBLE ANGEL THE MYSTERY OF THE MIDNIGHT VISITOR THE MYSTERY OF THE MYRMIDON'S JOURNEY Teachers Manual for the series

THE WILDLIFE ADVENTURE SERIES

Grade 6	SLEEKY THE OTTER ARCTOS THE GRIZZLY SKIPPER THE DOLPHIN Teachers Manual for the series

Culturally Disadvantaged

APPRECIATE YOUR COUNTRY READING SERIES
The Century Schoolbook Press

This linguistically-oriented developmental reading program has high interest stories based on experiences in Alaska and national parks and monuments all over the U.S.A. The photographs and the interest level appeal strongly to the culturally disadvantaged and bilingual student.

Grade 4	EXPLORING LANDS IN THE NORTH EXPLORING FORESTS AND MOUNTAINS
Grade 5	EXPLORING NATURAL WONDERS EXPLORING ALONG LAKES AND RIVERS
Grade 6	EXPLORING LANDS NEAR THE OCEAN

BASIC READING, Grades 7-8

The student at the junior high school level needs instruction in basic reading so that he will master and refine the skills and techniques that are needed in order to succeed in school.

Average

CURRICULUM FOUNDATION SERIES, THE NEW BASIC READERS
Scott Foresman and Company

These were adopted for use in the basic developmental reading program for teaching the mature reading skills. They are to be used separately from the literature program.

Grade 7	DIMENSIONS Teachers Guide
Grade 8	CHALLENGES Teachers Guide

Fast

SUCCESS IN READING
Silver Burdett Company

Adopted for the fast student, this material gives practice in improving skills in skimming, scanning, critical analysis and abstraction of implied information.

Grade 7	SUCCESS IN READING, BOOK I Teachers Edition
Grade 8	SUCCESS IN READING, BOOK II Teachers Edition

Slow and Culturally Disadvantaged

No one piece of material can be used to provide a balanced reading program for the slow student in the upper grades. Carefully selected materials are provided to aid the teachers in the difficult situation of motivating students to learn to read, teaching elementary skills not yet mastered, and using content that is suitable to their interests and age level.

THE CHECKERED FLAG SERIES
Field Educational Publications
(formerly Harr Wagner Publishing Co.)

Grade 7	WHEELS RIDDLER
Grade 8	BEARCAT SMASHUP
Grades 7-8	Teachers Manual for the above series

BE A BETTER READER SERIES
Prentice-Hall

This material provides the vehicle for teaching reading in the content areas.

Grade 7	FOUNDATIONS A Teachers Edition

Grade 7 (Con't)	FOUNDATIONS B Teachers Edition
Grade 8	FOUNDATIONS C Teachers Edition

Slow

A FOLLETT BASIC LEARNINGS PROGRAM
Follett Publishing Company

This material will aid the student in his understanding and mastery of the function of language and total use of language.

Grade 7	LEARNING YOUR LANGUAGE I Teachers Guide
Grade 8	LEARNING YOUR LANGUAGE II Teachers Guide

Culturally Disadvantaged

MACMILLAN GATEWAY ENGLISH PROGRAM
The Macmillan Company

The content of this material allows the disadvantaged student to identify with the characters and helps him solve personal problems as well as develop reading skills.

Grade 7	A FAMILY IS A WAY OF FEELING STORIES IN SONG AND VERSE WHO AM I? COPING Teachers Manual for the above four books

SUPPLEMENTARY READING, Grades 7-8

Slow

LEARNING TO READ WHILE READING TO LEARN SERIES
The Century Schoolbook Press

The philosophy in this program is that each child has individual needs. The choice of a particular book will reflect the individual child's needs and interests. The stories should be used to develop a sense of responsibility, self-discipline, recognition of the common needs of everyone, and respect for the self-worth of each individual.

Grade 7-8	OPERATION PHOENIX PEDRO'S SECRET DEADLINE FOR TIM DOGNAPPERS THE PECULIAR LAWN MOWER A PLACE FOR JOE RESCUE ON THE MOUNTAIN RACING THE SALT CHILLING ESCAPE

Grade 7-8	BEHIND THE SCENES
(Con't)	HUNDRED-MILERS
	LOUD AND CLEAR
	THE BIG BREAK
	VICEROY'S DAUGHTER

BASIC LITERATURE, Grades 1-6

For the first time, basic materials for teaching literature have been adopted for grades 1-6. School districts and school faculties will need to plan specifically for the inclusion of literature as a regular part of the program. Individualized reading and independent recreational reading are a part of the literature program, but they must not be allowed to represent the entire literature program.

READING CARAVAN SERIES
D. C. Heath and Company

Grade 1	PEPPERMINT FENCE Teachers Edition SKY BLUE Teachers Edition
Grade 2	STAR BRIGHT Teachers Edition
Grade 3	MEADOW GREEN Teachers Edition

THE BOOKMARK READING SERIES
Harcourt, Brace and World, Inc.

Grade 4	MUCH MAJESTY Teachers Edition
Grade 5	WIDER THAN THE SKY Teachers Edition
Grade 6	FIRST SPLENDOR Teachers Edition

SUPPLEMENTARY LITERATURE, Grade 1-6

The supplementary literature selections include collections of folk tales, legends, fairy tales, poems and modern stories. Provision should be made for pooling of these titles and distribution made in sets for classroom use.

THE FRANKLIN LITERATURE SERIES
Franklin Publications, Inc.

Grade 3	HERE AND THERE STORIES
Grade 4	NOW AND THEN STORIES
Grade 5	NEAR AND FAR STORIES
Grade 3-5	Teachers Resource Book

The L. W. Singer Company, Inc.

Grade 4	AESOP'S FABLES
Grade 6	FAMOUS MYTHS OF THE GOLDEN AGE

BASIC LITERATURE, Grades 7-8

Unlike the primary and intermediate programs, the literature program in grades 7 and 8 is not new. However, cobasal adoption has been provided to give greater scope and variety to the program at this level, since these pupils should read as much and as widely as possible.

ADVENTURES FOR READERS (Classic Edition)
Harcourt, Brace & World, Inc.

Grade 7	ADVENTURES FOR READERS, BOOK I Teachers Manual
Grade 8	ADVENTURES FOR READERS, BOOK II Teachers Manual

AMERICA READS
Scott, Foresman and Company

Grade 7	PROJECTION IN LITERATURE Teachers Resource Book
Grade 8	COUNTERPOINT IN LITERATURE Teachers Resource Book

SUPPLEMENTARY LITERATURE, Grades 7-8

The emphasis in the supplementary literature adoption on the junior high school level is on plays, novels, and contemporary poetry. Provision will need to be made for pooling this material and distributing it in sets for classroom use.

ADVENTURES IN GOOD BOOKS SERIES
Harcourt, Brace & World, Inc.

Grade 7	FOUR FAMOUS ADVENTURES Teachers Manual
Grade 8	FIVE AMERICAN ADVENTURES Teachers Manual

LITERARY HERITAGE SERIES
The Macmillan Company

Grade 7	PLAYS TO ENJOY
Grade 8	PLAYS TO REMEMBER

Scott, Foresman and Company

Grade 7 REFLECTIONS ON A GIFT OF WATERMELON PICKLE AND OTHER MODERN VERSE

FOUNTAIN VALLEY SCHOOL DISTRICT

Educational Services

A SUGGESTED READING PROGRAM, CONTINUOUS PROGRESS LEVELS K-8

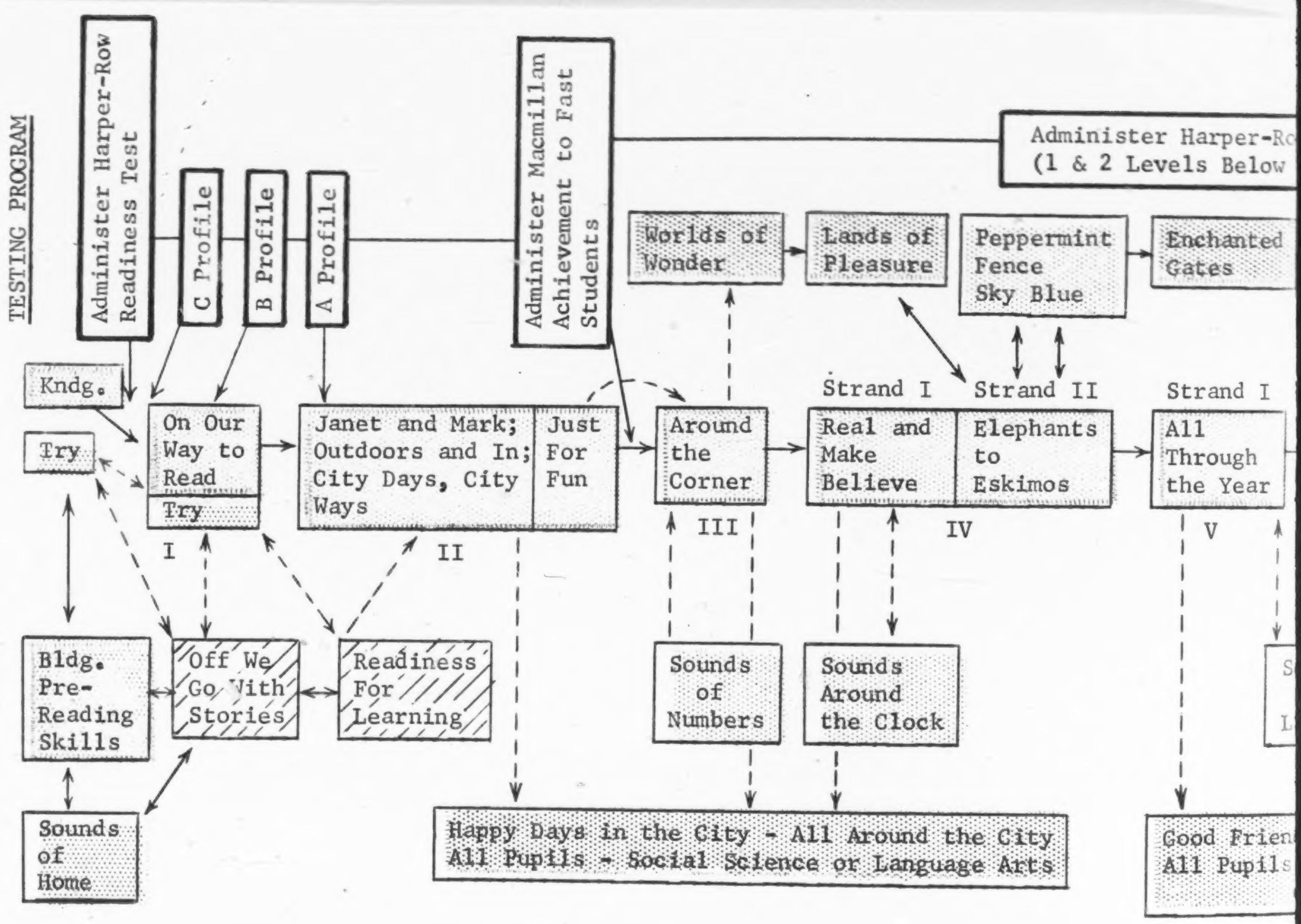
The following chart shows graphically the total reading program from grades Kindergarten through Eighth. The basic program is indicated for the pupils with fast, average and slow learning paces as well as the program for the culturally disadvantaged pupils. The basic literature program and supplementary titles are charted so that the reading program may be seen in its entirety.

Line Coding

——————→	Basic reading developmental program
- - - - - - →	Relationship of literature and supplementary texts to basic reading program

Color Coding

Blue	Basic texts for pupils who progress at a fast pace
▨	Basic texts for pupils of slow reading pace, and for the culturally disadvantaged pupils in grades 4, 5 and 6
Red	Basic texts for all other pupils
Green	Supplementary texts for all pupils
Brown	Literature texts for all pupils
Purple	Texts for remedial pupils
Black	Testing Program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Lands of Pleasure
Peppermint Fence
Sky Blue
Enchanted Gates
Strand I
Strand II
Real and Make Believe
Elephants to Eskimos
IV
Strand I
All Through the Year
V
Bldg. Pre-Reading Skills
Off We Go With Stories
Readiness For Learning
Sounds of Numbers
Sounds Around the Clock
Sounds of Home
Happy Days in the City - All Around the City
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The Bank Street Readers are available in the Curriculum Materials Center Library under the Dev
The Macmillan Bank Street Teacher's Edition may be checked out from the Professional Library.
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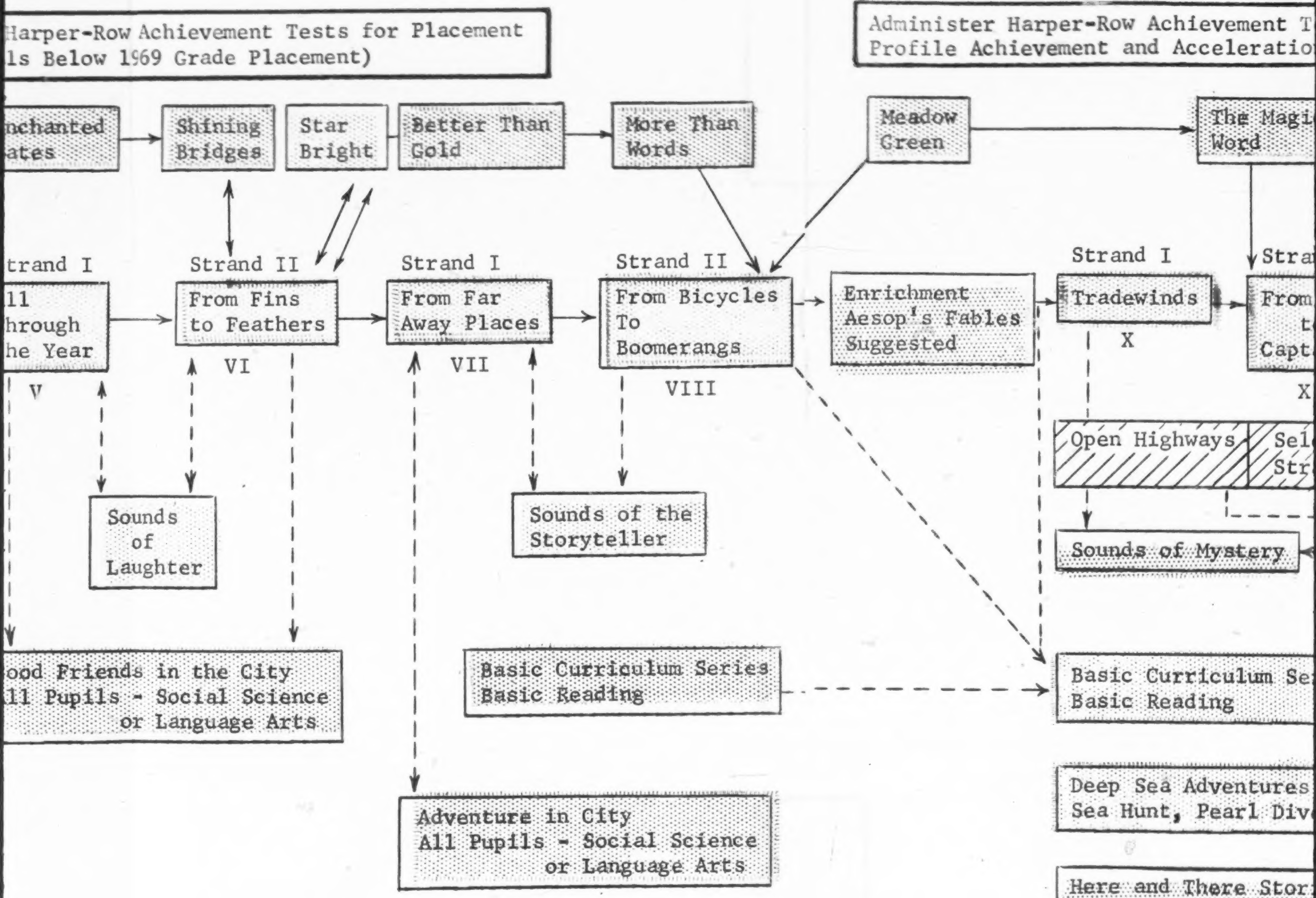
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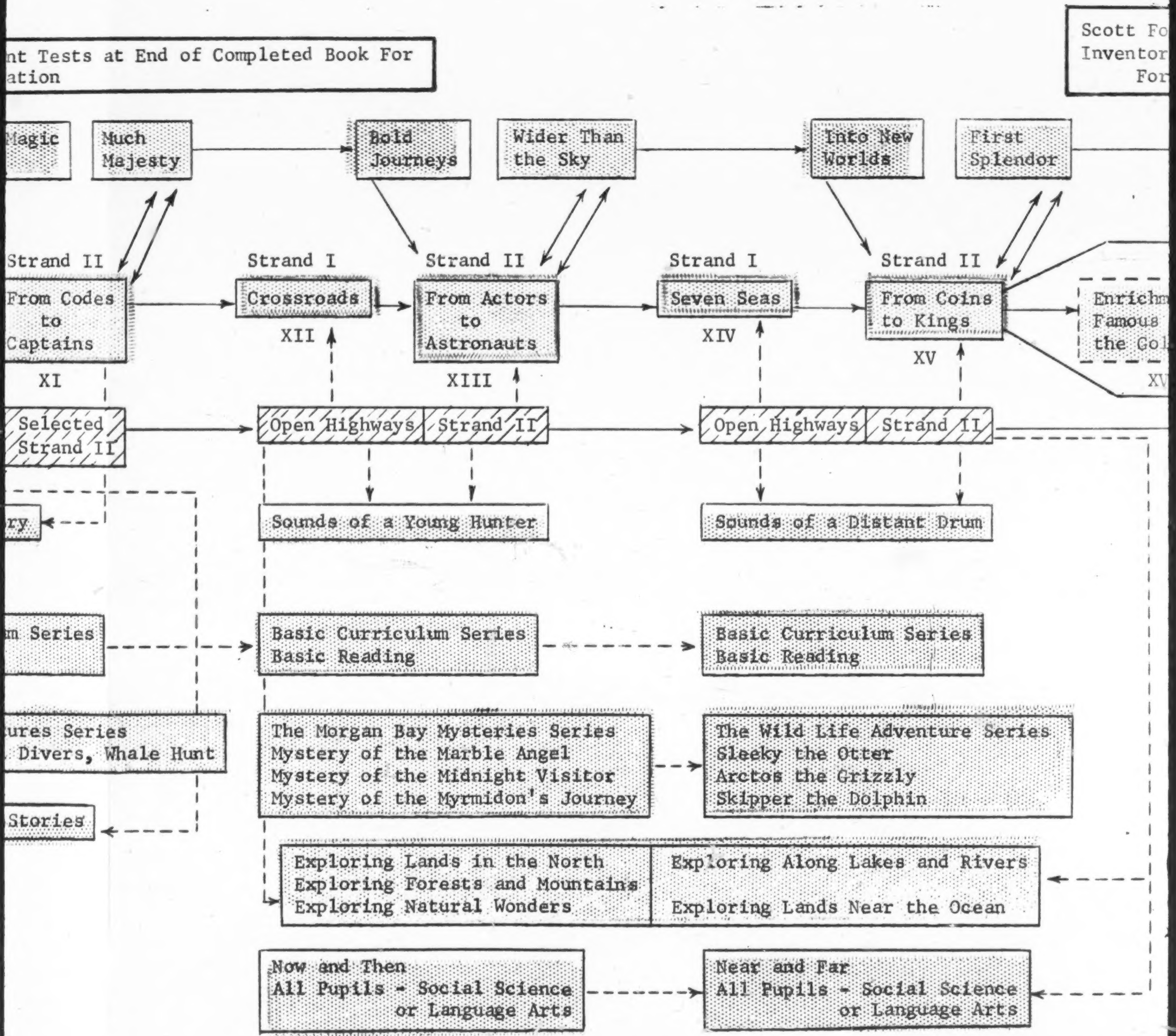
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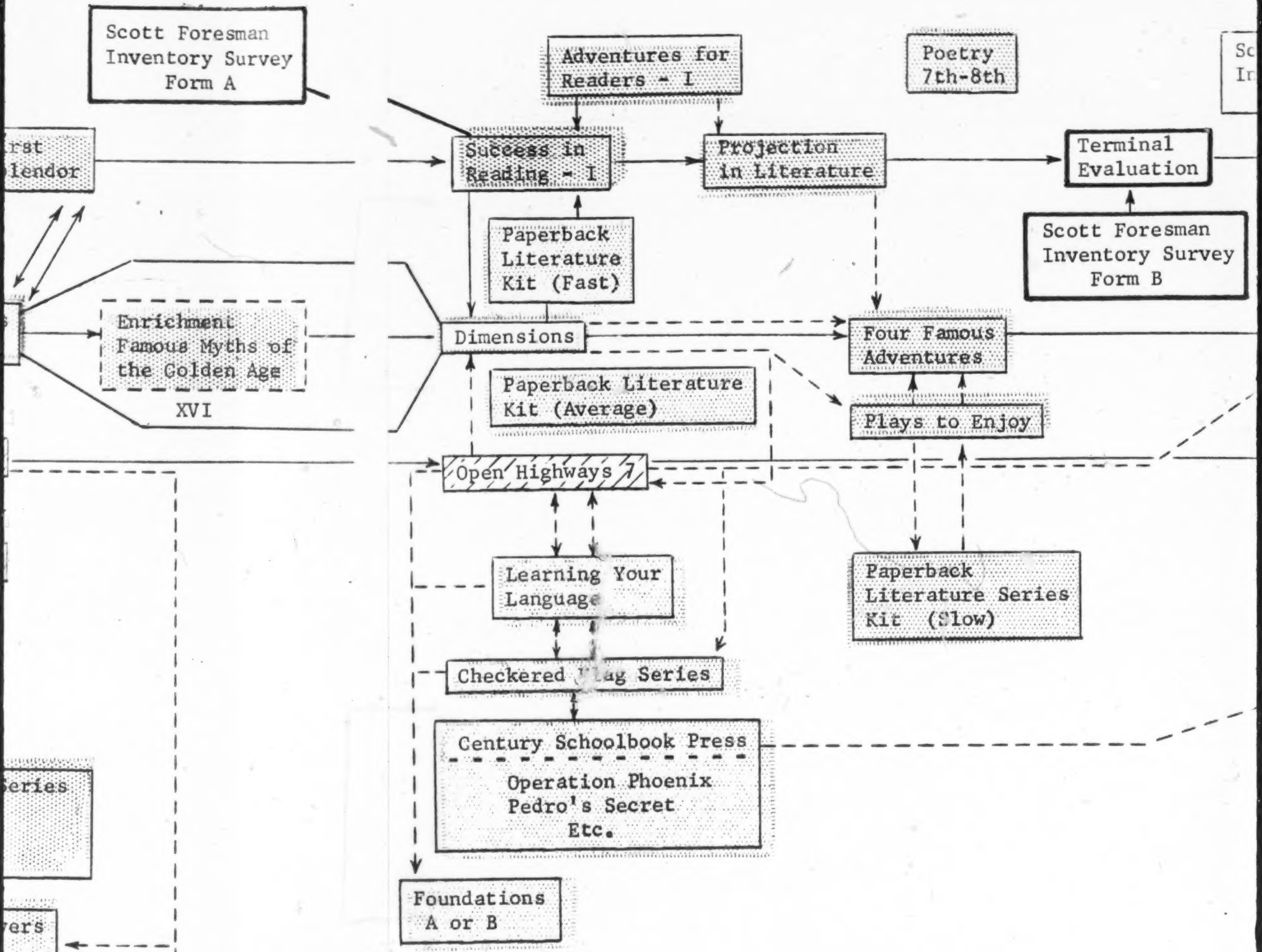
The Morgan Bay Mysteries Series
Mystery of the Marble Angel
Mystery of the Midnight Visitor
Mystery of the Myrmidon's Journey
The Wild Life Adventure Series
Sleeky the Otter
Arctos the Grizzly
Skipper the Dolphin
Stories
Exploring Lands in the North
Exploring Forests and Mountains
Exploring Natural Wonders
Exploring Along Lakes and Rivers
Exploring Lands Near the Ocean
Now and Then
All Pupils - Social Science or Language Arts
Near and Far
All Pupils - Social Science or Language Arts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Plays to Enjoy
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Learning Your Language
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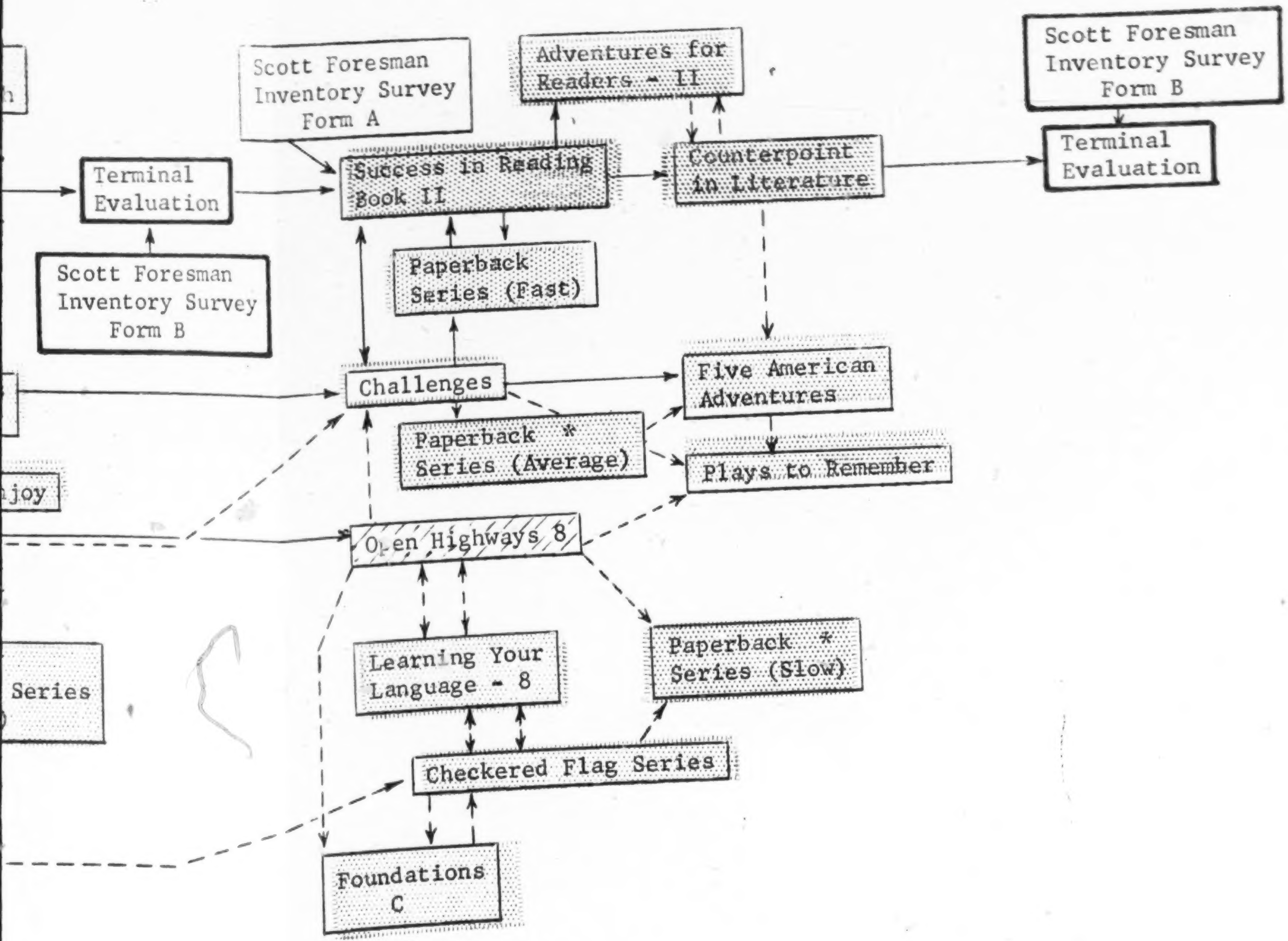
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SUMMARIZATION OF BASIC TEXTS

OVERVIEW OF BASIC ADOPTIONS

An overview and summarization of the basic programs (Harper-Row, Macmillan and Scott Foresman) has been written to provide you with a background of information describing the purposes of the total program. Guidelines giving a perspective to the total program include:

- the continuity of the basal plan
- sample lesson plans
- explanations of differing methods and concepts
- special "things you need to know"
- the testing and evaluation which is built into the program
- the general organization of the books

If the following written outlines are used when getting acquainted with the Teacher's Edition, it will aid you in identifying the objective and the general format of the series, as well as the specific strengths and weaknesses of the total program.

Fountain Valley School District
Educational Services

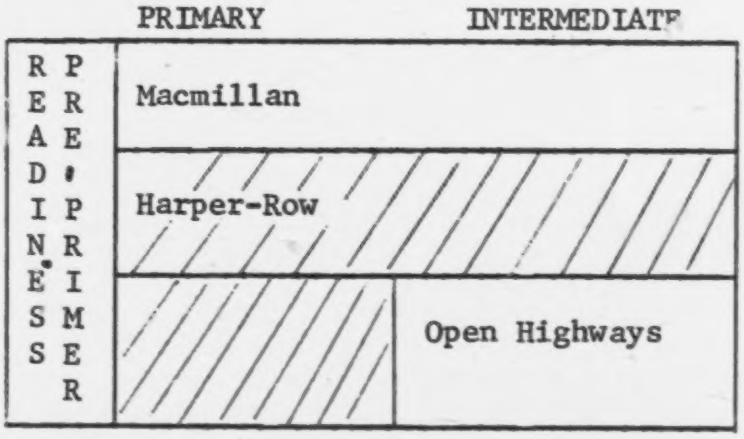
OVERVIEW - HARPER-ROW READING PROGRAM

". . . .the basal reader materials are only one of two major parts of teaching reading. The basal reader is no better than the teacher who uses it."

What is it? . . . .

The Harper-Row program is a developmental program - a base from which you have alternatives and can make choices concerning the learning opportunities you prescribe for your students.

Sample plan . . . . . .



Fast	Macmillan Strand II - Harper-Row
Average	Harper-Row
Slow	

Developmental — Subject matter — Individualized . . . .

. . . . .how do we reward kids who have finished the book? . . . .
(We are apt to give them another book instead of turning them loose to use their skills ....)

❋ STRAND I	Provides for the development of basic skills
❋ STRAND II	Is the application of the skills learned

PURPOSE: To apply skills taught in Strand I in content areas:

MATH
SOCIAL STUDIES
SCIENCE
LITERATURE

Each lesson contains

- New Vocabulary
- Getting Ready To Read
- Silent Reading From The Text
- Reading Orally From The Text (Interpretive Skills)
- Recognizing Words (Phonics Section)

(Harper-Rowe assumes short and long vowels have been taught in first reader level)

linguistic skills

The immediate purpose of the linguistic exercises is to bring to the child's level of consciousness certain features and patterns in the English language which unconsciously the child knows and which he takes into account whenever he speaks.

Research shows that there is a strong correlation between speaking proficiency and reading proficiency; competence in manipulating language underlies competence in reading. For this reason, the exercises given under Building Linguistic Skills assume an important role in the teaching of reading. These linguistic exercises help the reader in the following ways:

- The exercises dealing with stress, pitch and juncture help the pupil to bridge the gap between spoken language and the written word. Awareness of intonational patterns in language tends to improve oral reading.
- The exercises which focus attention on phrases -- noun, verb, prepositional -- promote the reading of large word groups. As a result comprehension increases and reading becomes fluent and expressive.
- The exercises that deal with sentence patterns make the child aware of the relationship that exists between meaning and the pattern structure of the language. The pupil who is familiar with such sentence patterns has little difficulty in putting context clues to work when unlocking new words in reading.
- The exercises in word building increase the child's awareness of inflectional signals and help him to identify sounds with their letter representations. With these word-building exercises, training in the use of word-structure clues begins.
- The exercises which provide oral practice in consonant substitution lay the groundwork for the consonant substitution techniques to be used when unlocking new words at the primer and first reader level.
- The exercises dealing with synonyms, antonyms and compound words expand the child's speaking vocabulary, thereby increasing his chances of unlocking those words independently when he meets them on the printed page.

- Summary Lesson's Main Points
- Follow-up (worksheets, phonics and enrichment materials)
- Provision for Differentiated Instruction
  - Lessons for Immature Groups (should be examined by teacher prior to introduction of lesson)
  - Lessons for Accelerated Groups (should be examined by teacher prior to introduction of lesson)

Testing . . . don't measure children at their expense — Leitman

The district reading committee will evaluate the testing program and make recommendations for a comprehensive program to evaluate the total adoption regarding placement and evaluation.

Special "NEED TO KNOWS" . . . .

SELF-HELPS - The self-help feature in this series is an important aspect of the entire Harper-Rowe program designed to develop proficiency in independent word attack. Pre-primer students are taught these word attack skills on the self-help pages and then must apply them independently in the text of the story through the underlined words in the text.

- In the first pre-primer, a rebus is used in place of a word.
- In the second pre-primer, a label word helps the student relate and recognize the word and provides an extended or second vocabulary.
- In the third pre-primer, pictured rhyming words, which have the appearance of a small picture dictionary are used to establish habits of independent word attack.
- In the first reader, the self-help activities are grouped into four headings:

  Picture Dictionary
  Words You Can Get By Yourself
  Let the Sentences Help You
  You Know All The Words

These words are underscored in the story.

THE SELF HELP PAGES

These include basic skills of affixing. Example: cross
a cross

Substitution - Example: ring
sting

Context - Example: I know how to play football, but no one wants to play with me.

- The second reader includes all the self-help activities introduced in the first reader AND is extended to include:

  Let The Syllables Help You
  Some Words Have More Than One Meaning
  Let The Sound Help You (Begins developing skills for use of glossary)

- The self-help activities in the third reader are grouped under five headings:

  Picture Dictionary
  Words You Can Get By Yourself
  Compound Words
  Let the Sentences Help You
  Glossary (Glossary pages appear at the beginning of each story, with a composite Glossary added in the back of the book)

- At the second and third levels, all new words are introduced on the self-help pages.

- The basic vocabulary is given in each lesson, however, the student is not limited to this. By using the self-help skills,he can extend his vocabulary.

PHONICS. .. don't drown children in a sea of symbols

The phonic workbooks have been adopted on a 1:2 ration from the pre-primer through the second level to provide EXTRA practice for those few children who need more reinforcement. There are more than enough exercises in the Teachers Edition of the text for most children.

Intermediate Reading Program

The fourth reader contains six units. Within each unit are stories and articles - fiction and fact, prose and poetry, essays and biographies. These areas are designated at the top of each introductory page.

Teacher-Pupil Pages

Each activity section stresses specific basic skills such as word recognition, pronunciation, expressing ideas, choosing the right word, glossary-dictionary study and context clues.

Word Highlights

Word highlights are bits of etymology that appear at the end of 24 sections. Each word highlight is an interesting explanation of the derivation of pivatol or unusual words important to understanding the selection

Glossary

The Glossary appears only in the back of the book. It is divided into three groups: General, Character and Radio Terms)

Lesson Plan- teacher edition

- Each page designates the subject area
- Suggested oral reading (and do this!)
- Preparation for the lesson
- Structure and meaning of language (developmental)
- Review and maintenance (optional for re-teaching or reinforcement)
- Summary of selection
- Background information
- Preparation for silent reading
- Silent reading
- Discussion of the selection
- Oral reading and interpretation
- Word highlights
- Supplementary/follow-up activities
- Independent reading titles are suggested (students need to read, read, read on their own!)

Provisions for Differentiated Instruction

- There is one duplicating master page for each lesson. This is to be used with pupils who need additional practice in basic word recognition techniques previously taught.
- Follow-up exercises are suggested for additional practice in comprehension and word analysis skills.
- Enrichment activities are found in color tinted panels.
- Students should be encouraged to read independently on their own.

FIFTH & SIXTH Level Reader

Content sections in the fifth reader level are grouped according to theme.

Teacher-Pupil Pages

The pages spaced throughout the text review the word perception skills. The balance of the pages place emphasis on interpreting mental imagery, figurative language, understanding illustrations and finding the main idea.

Word Highlights

Word highlights are a bit of etymology that appears at the end of 20 selections. These word histories will help pupils become aware of the diversity of the English language.

The Glossary uses the Thorndike-Barnhart pronunciation key and is found in the back of the book. It is divided into three groups: General, Characters and Radio Terms.

INDEX

The Index is organized under various headings for easy identification of skills and understandings. It is indexed for the Teachers Edition only and found at the end of the Teachers Guide. This will be invaluable for teachers who wish to review or reteach a particular skill. The index includes subject headings such as:

- Skills and Understandings
- Special Language Activities
- Associated Activities
- Understandings in Language Growth and Change
- General Index of Skills (Duplicating Masters)
- Sequential Index (Duplicating Masters)

STRAND II

Strand II provides pupils with a reinforcement and appreciation of the skills taught in the Developmental Strand I. It is an expansion of the specialized skills necessary for adequate reading and interpretation in the subject matter areas: Science; Social Studies; Math; and various types of Literature.

INDEPEPENDENT READING

You will find many of the books on our library shelves that are suggested in the Teachers Edition. Don't be limited by the list in the Teachers Edition - there are many related titles in the library. We have the greatest librarian in the world!

HARPER & ROW BASIC READING PROGRAM • Correlation of Tables of Contents

TEACHER EDITION HELPS (Readiness through Third Reader)

	READINESS	PREPRIMER 1.2	PREPRIMER 3.4	PRIMER	1st READER	2nd READER	3rd READER
OVERVIEW	T15,16	T17	T25	T26-30	T30-34	T34-38	T38-45
TEACHING AIDS		T32	T32	T34	T35	T39	T44
ORGANIZATION OF GUIDE MATERIAL		T34	T34	T36	T37	T41	T46
LINGUISTIC EXERCISES		T36	T36	T38	T39	T43	T48
PROVISION FOR DIFFERENTIAL INSTRUCTION		T38	T38	T40	T41	T45	T50
UNIT PLANS		T40	T40	T41	T42	T47	T51
VOCABULARY		T222	T206	T278-279	T265-268	T280-285	T287-296
ENRICHMENT MATERIAL		T229	T211	T281	T269	T286	T297
INDEX OF READING SKILLS		T247-251	T226-231	T304-308	T295-298	T346-349	T339-343
INDEX OF WORD RECOGNITION TECHNIQUES		T252	T232	T310-311	T299-301	T349-350	T344-346
INDEX OF LINGUISTIC EXERCISES		T253	T233	T309	T302	T351	T347
REPRODUCTION PHONICS WORKBOOK		T254	T234	T312	T303	T352	T349

TEACHER EDITION HELPS (4th Reader through 6th Reader)

	TRADE WINDS	CROSSROADS	SEVEN SEAS
OVERVIEW	T 30	T 32	T 35
TEACHING AIDS	T 33	T 35	T 38
ORGANIZATION OF GUIDE MATERIAL	T 33	T 35	T 38
ORAL READING	T 34	T 36	T 39,40
PROVISIONS FOR DIFFERENTIATED INSTRUCTION	T 37	T 39	T 42
INTERPRETATION OF COLORS AND SYMBOLS	T 40	T 42	T 46
INDEX OF READING SKILLS	T 387	T 355	T 415
INDEX OF SPECIAL LANGUAGE ACTIVITIES	T 390	T 358	T 418
INDEX OF ASSOCIATED ACTIVITIES	T 391	T 359	T 419
INDEX OF UNDERSTANDINGS IN LANGUAGE	T 391	T 359	T 419
GENERAL INDEX OF SKILLS	T 392	T 361	T 420
SEQUENTIAL INDEX OF DUPLICATING MASTERS	T 392	T 361	T 420
FACSIMILES OF DUPLICATING MASTERS	T 393	T 363	T 421

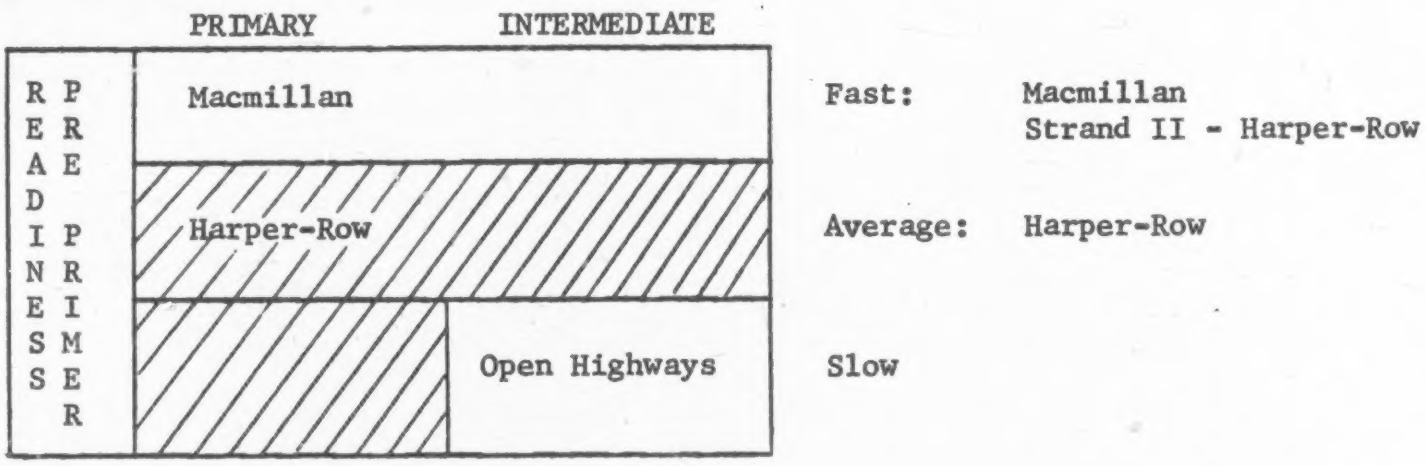
FOUNTAIN VALLEY SCHOOL DISTRICT
Educational Services

OVERVIEW - MACMILLAN BASIC READING PROGRAM

What Is It?

The Macmillan program is a developmental program - a base from which you have alternatives and can make choices concerning the learning opportunities you prescribe to be used with fast students starting at the Primer level and continuing through the sixth level.

Sample Plan


PRIMARY
INTERMEDIATE
READINESS
PREPRIMER
PRIMER
Macmillan
Harper-Row
Open Highways
Fast:
Macmillan
Strand II - Harper-Row
Average:
Harper-Row
Slow

What About It?

- It's developmental
- High-interest stories
- Variety of literary styles -- Essays, Biographies, Fact, Fiction, Fanciful
- Develops early independence
- Probes concrete and interpretive comprehension
- Boy-oriented

Primary, 2-3	There are two books per level
Upper, 4-5-6	There is one book per level

SPECIAL STRATEGIES

Vocabulary — Self-Help

When Macmillan refers to the dictionary, use the dictionary you have available in your room.

3 KINDS

All Vocabulary is listed under the following headings at the beginning of each lesson:

Red Tint Block

(This Disappears After 3rd Reader)

✱ DEVELOPMENTAL - Words that are taught as wholes because:

- Irregularity makes their analysis more confusing than helpful
- Skills have not been developed that are needed for complete analysis of this word at this time

Red Outline

✱ SKILLS PRACTICE WORD

- Can be solved entirely by means of skills that child has been taught so far

Word Underlined

✱ ASSUMED WORD

- A word that has not appeared before, but one that the child is expected to know by using the skills he has been taught

(Child should be able to do this easily without interrupting his train of thought)

Harper-Row exposes the student at a conscious level on his own self help pages to a variety of ways of attacking words. Macmillan presents these approaches only in the Teacher's Guide. Therefore, it will be very important for the teacher to help the students recognize and apply these skills in attacking new words.

✱ PRIMARY, LEVELS 1-2 (TE)

- The teacher lists the words: air, airplane then writes the word in a sentence:

  You can ride high up in the air
  You can go in an airplane

  Then she teaches each word by relating known elements in other words to the new one:

STair	substitution
Fair	
airplane	
air	Known word
play	Sound of ay as in play

✱ UPPER, LEVELS 3-6

- The words are listed in two ways: 1) the word plus its phonetic respelling as in the glossary, and 2) through context

  Example: delivering de liv er ing

  The boy was delivering papers.

  The child is responsible for finding the means to unlock the word by using the glossary.

➡ PRIMARY - There is an outline of skills for reteaching skills in each primary text.

➡ In the fourth reader Teacher's Edition (blue tint pages - "Clues To Words"), is a total review of all skills with examples and lessons to use. The answer key may be found in the back of the book (page 453, Book 4).

UPPER LEVEL TEACHERS - Your review of previously taught skills can only be found in the fourth reader.

ANNOTATIONS IN TEACHERS GUIDE

- Red annotations in the margin indicate word attack skills being taught in that portion of the lesson.
- Black annotations indicate all other skills such as comprehension and interruption.

- This allows the teacher to skim the margin to choose the portions of the lesson she will use with each different child.

- Special note should be made that there are annotations to assist on the student's pages in initiating the story. These are not adequate alone and should not substitute for the questions provided in the Teacher's Guide for silent and oral reading.

- There are occasional paragraphs in red in the lesson guides. They provide special background information for the teacher.

LESSON PLAN

- Before each lesson, the materials needed, vocabulary to be taught and objectives for the lesson are listed for the teacher.

- The book shows each lesson divided into three steps. HOWEVER, to provide adequate teacher-pupil interaction on the seat work assignments and cover all the directed activities, may very well take four teacher-directed periods. This may take some experimentation on the teacher's part this year to insure that we don't omit valuable skills teaching.

➡ STEP I

Teacher Directed

- Building background
- Present vocabulary - NOTE: in the primary program, this is the time when most of the word attack skills are taught. This is a change from Ginn and Harper-Row. Don't Skimp.

Independent Study

- Independent preparatory work -- This is seat work to test how well the skills just presented were learned.

➡ STEP II

Teacher Directed

Unlisted, but vital to the program:

Teacher-pupil discussion of the independent preparatory work.

Reteaching of skill areas found lacking.

Teacher "Hovers"

- Independent Silent Reading

NOTE: Macmillan expects the entire story to be read at once. Therefore, vocabulary must be developed prior to silent reading.

NOTE: In the upper grade programs, don't overlook the "answering the purpose setting questions". This is where the teacher uses the annotations on the student pages and those in the Teacher's Guide.

Teacher
Directed

- Guided Oral Reading - It is especially important to use teacher's annotations. (The following assignment should be made before this group is dismissed.)

STEP III

Independent
Study

- Independent Activities. The purpose of this assignment is to test the comprehension skills.

UNLISTED, but vital to the program:

Teacher
Directed

Teacher-pupil discussion of the follow-up work and immediate correction of the comprehension skills needed.

Teacher Directed
and Independent
Study

- Teacher-directed activities
- Provision for individual differences
- Related activities

(These last three sections allow the teacher to choose those activities appropriate to individual and group needs. Care should be taken to guarantee that a variety of these activities are included to provide complete skill coverage.)

IN-TEXT TESTING

- Every lesson suggestion is a testing tool.
- Duplicating master pages (you have the right to reproduce) have been included throughout the lesson plans in the Teacher's Guide. There are three kinds:
    - Practice Exercises - to be used as reinforcement follow-up to a lesson that has just been taught.
    - Vocabulary Tests
    - Skills Tests
- Careful analysis of the errors the student makes on these practice pages and tests, will provide a diagnostic tool for the teacher, telling what needs to be retaught. Occasionally there is a section titled, "Let Their Errors Tell You".

FOUNTAIN VALLEY SCHOOL DISTRICT
Educational Services

OVERVIEW - SCOTT FORESMAN READING PROGRAM

What is it?

This is a reading program to be used with slow students who have normal potential but for some reason are underachieving and need to be retaught these reading skills in grades 4, 5, 6, 7 and 8. It is a developmental program with a controlled vocabulary, high interest level, designed to develop fresh attitudes toward reading in children who have faced difficulties for a number of years.

NOTE: Each book has a two year vocabulary span starting two levels lower than the grade placement of the student. It meets the interest level of the age plus the skill level in a happy blending of subjects that interest and motivates the child.

- It attempts to reorient attitudes through a discovery of errors.
- Review and reteaching is accomplished through interesting context, games, puzzles, riddles, word detective games, cartoons, directions for games, biographies and special articles.
- Emphasizes language meaning and patterns to help language-deprived students.
- Attempts to reeducate, to correct confusions; unlearn faculty concepts and associations, and learn correct ones to take their place.
- Heavy emphasis on reinforcing learning. Rapid forgetting is characteristic of the slow and discouraged learner. Repetition in this program is frequent but fresh and interesting.
- There is no "unit theme" in the organization of the stories. Therefore, the sequence need not be followed exactly.

Testing

- The "Think and Do Books" (available through the Learning Coordinators) contain the testing program. The first four pages in the 4th level text places the child and also indicates those who will not benefit from this program but should be in clinical situations. By keeping percentile scores, the teacher can diagnose skill area needs. The "Think and Do Books" also give practice in these skills.

- The "Halfway Test" in each "Think and Do Book" helps the teacher assess:
  - Whether the child should move out of Open Highways into Harper-Row
  - Go on with the program
  - Hold still for awhile - Unlike other books (note chart on following page), the Open Highways program develops slowly at the beginning of each book. An example of this is: The student who is moving slowly may be given the first half of the 4th level book and the first half of the 5th level book as the books move more rapidly in the last half of each.

Things To NOTE As You Read Lesson Plan

- Lessons vary in length and PACE is your decision.
- Skills are annotated in the margin.
- The teacher often reads the first few paragraphs aloud to get the student "into" the story.
- Read and discuss two pages at a time.
- Word cards are used for new vocabulary to allow individual follow-up activities and "buddy practice" with words, and to give an opportunity for tracing.
- A visual presentation of the new words allows for word attack skill learning ... After reading the story, the students will work with these words again using meaning as the skill practice.

Example: Use all of the words that would be used in telling about:

Shining Shoes: cloths, polish, foot rack
Places He Went: Empire State Building, Radio City, Library
What He Did: shined, complained, hammered, etc.

- When new words are introduced, the key word in the glossary is used as the key word to these new ones.

bad* (Key word)
bat
big

me* (Key word)
man
met

SCOTT, FORESMAN AND COMPANY

OPEN HIGHWAYS PROGRAM
Grades 4, 5, 6
For the Slow and Culturally Disadvantaged

Content & Illustrations Boy oriented. Selected for quality, variety, and interest.

Content includes folk tales, stories, jokes, mysteries, plays, puzzles, articles, diagrams, riddles, directions, cartoons, poetry, comic strips, biographical sketches.

Long Selections	"See a White Horse"	"Eskimo Boy"	"Burma Boy"
Interest Level	9-10+ years	10-11+ years	11-12+ years
Pupil's Text	OPEN HIGHWAYS 4	OPEN HIGHWAYS 5	OPEN HIGHWAYS 6

OPEN HIGHWAYS 4

Sections	1	2	3	4	5	6
Vocabulary Level	2/1	2/2	3/1	3/2	3/2	3/2 4/1
Skills Retaught	1st	2/1	2/2	3/1	3/1 3/2	3/2

OPEN HIGHWAYS 5

Sections	1	2	3	4	5	6
Vocabulary Level	3/1	3/2	4/1	4/2	4/2	5/1
Skills Retaught	2- 3/1	3/2	3/2	3/2 4/1	4	Maintain

OPEN HIGHWAYS 6

Sections	1	2	3	4	5	6
Vocabulary Level	4/1	4/2	5/1	5/2	5/2	6/1
Skills Retaught	R-1-2 3	3/2 4/1	4	4/2 5/1	5	Maintain

Inventory Survey Test To assist in identification and proper placement of pupils. Short Forms A and B.

✸ The student may progress through combinations of these books -- As an example, a sixth level student may be directed to study the first half of Open Highways 4, the first half of Open Highways 5 and the first or last half of Open Highways 6, according to his growth.

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Variety of Literary Forms Content
OPEN HIGHWAYS 4, 5, 6

FORM	OH 4	OH 5	OH 6
Fables	1	1	
Legends, Folk Tales, and Myths	1	6	3
Tall Tales	2		1
Plays		1	1
Science Fiction	1	1	
Biography and Biographical Sketches	8	4	3
Historical Fiction	3	3	1
Poetry and Verse	8	7	5
Articles	7	10	19
How-to-do-it Articles	7	1	1
Mysteries	1	2	1
Stories (sport, adventure, etc.)	18	13	8
Figurative Language	1	1	1
Cartoons and Jokes	3	4	2
Comic-strip Style	3	2	3
Weather Maps			1
Games, Puzzles, and Riddles	1	2	2
Photographic and Picture Stories	2	3	7
Newspaper Stories and Clippings		2	1
Letters		1	
Description		1	
Essay		1	
Experiments			2
Diagrams and Picture Quiz		1	3
Terms and Illustrations			1
Songs		1	1
Book-length Stories	1	1	1

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Guidebook	OPEN HIGHWAYS 4	OPEN HIGHWAYS 5	OPEN HIGHWAYS 6
Introduction by M. Monroe	Removing Roadblocks to Success in Reading: Reorient attitudes, Review & reteach reading skills, Re-educate and correct confusions, Reinforce learning		
Preceding Each Section	List of skills, abilities, habits and attitudes	Chart of selections, emphasis in lesson plans, on Think-and-do pages, other helpful materials.	
Lesson Plans	Length: Varies. Several class periods may be needed for some selections for some classes. Pace: Each teacher makes this decision according to students' needs. Page 23.		
Kinesthetic	Explained Pages 19-21	25-26	18
Consonant Frame	Pages 78-79; T & D, 16	Pages 41-42	Pages 54-56, 73; T & D, 13.
See also:	Auditory perception, consonant substitution, context clues, dictionary and glossary.		
Example of Reteaching	10 lessons on consonant sound-symbol, consonant frame and consonant substitutions. 10 pages in Think-and-Do	4 developmental lessons for same skill. (Grade 1) 4 pages in Think-and-Do	3 developmental lessons for review of same skill. 3 pages in Think-and-Do Glossary Word List, p. 367 Bibliography, p. 364
Index of Skills	PP. 400-412	PP. 374-384	PP. 372-384

SCOTT, FORESMAN AND COMPANY

Open Highways Think-and-Do Workbooks

Acknowledgements on inside back cover indicate variety and quality of content.

	OPEN HIGHWAYS 4	OPEN HIGHWAYS 5	OPEN HIGHWAYS 6
Think-and-Do (Both Pupil's and Teacher's Editions)	160 pages Index of skills: page 160 50 informal tests Mid-term test: pages 94-98	160 pages Index of skills: page 160 50 informal tests Mid-term test: pages 94-101	160 pages Index of skills: page 160 50 informal tests Mid-term test: pages 91-98 Glossary: 156-159

Purpose

(1) To aid child in reading independently, using a specific reading skill for a specific purpose in developing word perception or interpretation.
(2) To aid teacher in finding each child's difficulties in using the specific skill.
(3) To aid teacher in giving special instruction to fit individual needs.

Scoring chart at bottom of test pages

Example from Think-and-Do Book 4:

Number right	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Percentage	7	14	21	28	35	42	50	57	64	71	78	85	91	100

Page for recording percentage scores (p.159) of each Think-and-Do

Example from Think-and-Do Book 4:

MY SCORES ON TEST PAGES

Understanding what I read

Page	Skill	Percentage
1	Choosing words for pictures	_____
2	Understanding sentence meanings and remembering the story	_____

Knowing words and sounds

Page	Skill	Percentage
4	Recognizing consonant sounds	_____
6-7	Recognizing consonant sounds	_____
15	Recognizing consonant blends	_____

SCOPE AND SEQUENCE

BASIC ADOPTIONS EXPLANATION

The scope and sequence of the Macmillan and Harper-Row reading programs were previously organized by the respective publishers. In the following pages, you will find the scope of the skills listed as they appear in the developmental program according to levels. The skills are listed as they are introduced for the first time to the student. These skills are then maintained and extended throughout the program. It is the teacher's responsibility to continually evaluate the student as he moves along the continuum.

By continuous evaluation there is greater assurance for evaluating the student's continuing ability to apply previously learned skills at increased levels of difficulty.

The Harper-Row Readiness and Pre-Primer skills sketch did not include a comprehensive listing of the skills vital to Readiness and the Pre-Primer program. The skills listed form a foundation and are preliminary to reading with comprehension and confidence. You will not find the entire scope of these skills found in one program; therefore, we suggest you look to other programs if necessary.

The Macmillan Bank Street Readiness Teacher's Edition includes many activities and experiences involving students in the skills listed. The Ginn English Teacher's Edition adopted by the state in 1968-69 has an index in the back of the book which includes the skills listed as well as many additional ones necessary to the program. The scope and sequence listings are extensive for both programs.

SCOPE & SEQUENCE

COMPREHENSIVE SKILLS LISTING
FOR READING READINESS

Readiness

Word Analysis - Phonic Elements

Developing awareness of sound-letter relationships.
Observing likenesses and differences in initial sounds.
Hearing the sound for each initial letter.
Hearing and comparing initial sounds for s, m, j, b, v.
Hearing and supplying rhyming words.

Word Analysis - Structural Elements

Learning to look through a whole word to distinguish it.

Language Development

Broadening ability of self-expression in various contexts.
Developing use of complete sentences in oral communication.
Recognizing characteristic sounds.
Distinguishing likenesses and differences in sounds.
Developing awareness of rhythm.
Hearing and supplying rhyming words.
Recognizing that printed words carry meaning.
Recognizing that words tell things that pictures cannot convey.
Developing visual discrimination by recognizing likenesses and differences in letters and words.
Developing motor control through drawing, coloring and tracing.
Developing awareness that printed symbols represent sounds.
Recognizing that printed words are "talk written down".
Using sensory manipulation in learning shape and appearance of M, J, B, S, V, D and relating them to beginning sounds of known words.
Developing concepts of left and right.
Understanding the left-to-right sequence and return sweep in picture stories and reading.
Understanding the top-to-bottom sequence of a page and front-to-back sequence of a book.
Understanding that letters control length of words and occur in certain sequence.
Recognizing left-to-right sequence in words.
Learning that all words are written with 26 letters and that each letter has two forms.
Becoming familiar with the sequential order in letters in the alphabet and relating each capital letter to its lower-case form.
Developing concepts of comparison terms: alike, different, same kind, differences.

Developing concepts of colors and surnames.
Learning to classify words according to meaning and syntactic cues.
Understanding the language patterns for "who", "said", "and".
Becoming familiar with syntactic cues for different verb forms.
Strengthening awareness of syntactic cues for and when connecting nouns, clauses, and predicate parts.

Comprehension

Developing awareness of sequence in picture stories.
Recognizing and recalling sequence in picture and printed stories.
Following the sequence of related stories.
Recalling story details.
Identifying words that relate a main idea story through self-help reference.
Interpreting story facts through discussion of pictures and text.
Making deductions through discussion of pictures and story.'
Predicting outcomes through discussion of pictures and stories.
Interpreting feelings of story characters through pictures and discussion.

Study Skills

Hearing and following oral directions.
Learning to handle a book.
Learning to follow oral directions through use of self-help references.
Matching words as wholes and in letter-by-letter sequence.
Developing independence in study through use of self-help references.
Noting specific details in illustrations.
Recalling sequence in a picture story.
Discussing main ideas of a picture story.

PRE-PRIMERS

Word Analysis - Phonic Elements

Associating sound and letter m, j, r, s, w, c(hard) p, t, b, g(hard) m, n, d, h, v, y, f, l.
Using initial and final sounds to identify new words.
Substituting initial and final sounds.
Vowel digraphs - ee

Word Analysis - Structural Elements

Recognizing contractions as words, based on natural speech patterns.
Recognizing compound words.
Hearing syllables in words.
Learning to use context clues and word definitions in deriving meaning and pronunciation of words.

Language Development

Developing effective oral interpretation of printed text.
Achieving intonation and inflection through punctuation cues.
Using voice pitch to portray emotional overtones.
Improving oral reading in an audience situation.
Developing meaningful expression in reading of conversational material and choral reading.

Learning the letter names and their sequence in the alphabet.
Recognizing the relationship of the capital and lower case forms of letters.
Using language creatively through composition.
Recognizing large thought units and word groups.
Developing understanding of and fluency in good phrasing.
Learning the term "paragraph".
Building additional development vocabulary.
Recognizing new words in different contexts.
Observing the use of boldface letters to indicate emphasis.
Learning the language pattern for "can".
Learning abbreviated form Mr.
Understanding the use and meaning of punctuation marks: quotation marks.
Using language cues to recognize pronouns and correct use of "a" and "an".

Comprehension

Recognizing and recalling events of time and place in sequence.
Reading to prove a point.
Locating specific information.
Reading for details.
Recognizing the main idea in a story.
Interpreting a title as a clue to a main story idea.
Identifying supporting details.
Relating supporting details to the main idea.
Determining the main topic of a page or paragraph.
Recognizing the cause-effect relationship.
Seeing time and place relationships.
Relating stories to a central theme.
Interpreting figurative language through hidden meanings and figures of speech.
Learning that words can have overtones of meanings as well as literal meanings.
Making inferences from given facts.
Interpreting story facts by finding answers to specific questions.
Supplying implied conversation.
Making deductions from given facts.
Predicting outcomes and checking the predictions by reading.
Distinguishing fact and fantasy.
Evaluating relationship of material to a specific topic.
Evaluating story title.
Developing understanding of fictional plots.
Recognizing humor.
Evaluating actions and ethical problems of story characters.
Interpreting emotions and attitudes of story characters.

Study Skills

Learning to follow written directions through use of self-help references.
Reading directions independently.
Reading silently for main summarizing ideas.
Improving comprehension through silent reading of entire selections.
Using the table of contents to find stories.
Understanding and formulating tables of contents.
Developing independence in word recognition and lesson preparation through use of the dictionary as a self-help reference.
Reading independently in library and supplementary readers.
Skimming to find answers to specific questions and story parts.
Skimming to find material relating to a specified topic.
Organizing material under two headings (outling).
Grouping material according to time and place relationships.
Summarizing events through oral discussion.

MACMILLAN SCOPE AND SEQUENCE CHART

PRIMER - SIXTH LEVEL

PRIMER

Word Analysis - Phonic Elements

Associating sound and letter k, z.
Noting that K can be silent.
Consonant digraphs - th, sh, ch.
Consonant blends - tr, st, pl.
Learning that certain letters that occur together in a word represent one speech sound.
Silent consonants k, w, (know) ll (call), gh (right).
Short vowels - i, q, u, e, o.
Using vowel sounds to identify new words.
Substituting internal vowels.
Learning the term "vowel".
When a word has only one vowel, the vowel is usually short.
Vowel digraphs - ea
Familiar word parts - er, or, ur, ar, ow, et, an, lght, at, ay, all.

Word Analysis - Structural Elements

Word endings - 's, ed, d, er.
Developing independence in word recognition through the use of self-help reference.

Language Development

Comprehension

Study Skills

Continue and reinforce skills listed under Pre-Primer.

FIRST READER

Word Analysis - Phonic Elements

Associating sound and letter x, q (qu).
  Learning that q is always followed by u.
Learning the term "consonant".
Learning consonant blends cr, dr, br, tw, fr, ld, nd, sc, cl, bl, gr, fl.
  Learning that certain consonant letters that occur together in a word form a blend.
Learning consonant digraphs - wh, ck.
Learning silent consonants - kn (knew), wr (write).
  When a consonant is doubled, the sound of only one of the letters is heard.
Learning short vowels - y.
  Learning that y at the beginning of a word is usually a consonant; at the end of a word it is usually a vowel.

Learning long vowels - i, u, o, a, e, y.
    When there are two vowels, one of which if final e, the first vowel is usually long and the e is silent.
Learning vowel digraphs - ie.
    Learning that certain vowel letters that occur together in a word represent one speech sound.
Learning vowel diphthongs - ow (cow), oi (noise), oy (boy).
Familiar word parts - ook, old, en, ad, eat, ite, ame, nd, ew, eigh.

Word Analysis - Structural Elements

Recognizing contractions with 't as words.
Recognizing word ending ing, est.

Language Development

Comprehension

Study Skills

Continue and reinforce skills listed under Pre-Primer.

SECOND READER

Word Analysis - Phonic Elements

Associating sound and letter c (soft), g (soft).
Consonant blends - sk, sm, nk, str, sp, sw, thr, pr, gl, qu.
Consonant digraphs - ph (f).
Silent consonants - tch (hatch), gn (gnomes).
    When words begin with kn, the k is silent and the initial sound is n.
Short vowels -
    When there is a single vowel at the beginning or in the middle of a one-syllable word, that vowel is usually short. When y comes at the end of a two-syllable word, it usually is short.
Long vowels -
    When there are two vowels side by side, the first one is usually long and the second is usually silent. When y comes at the end of a one-syllable word, it usually is long.
Vowel digraphs - ay (play), ou (soup), oo (foot), ai (tail), oo (room), ei (eight), ow (blow), ei (receive), aw (saw).
Diphthongs - ou (shout).
Schwa - recognizing the schwa sound for a.
Vowel modified by "r" - ar, ur, ir, or.
    When a single vowel is followed by r, the sound of the vowel is modified.
Familiar word parts - recognizing the sounds of additional letter groups that occur in words.

When ge appears at the end of a word, the sound for j is usually heard.
Consonant blends - squ, ft, sl.
Silent consonants - mb (thumb).
Short vowels -
    When there is a single vowel at the beginning or in the middle of a one-syllable word (or in the accented syllable of a two-syllable word), that vowel is usually short.

Vowel digraphs - ou (through), ou(country), ey (honey), ue (true),
  oa (boat), ie (piece), ou (though), ie (die), ai (certain),ou(could).

  Comparing the similarity of some sounds for ue, oo, ou.
  Comparing varying sounds for ou, ea, ow.
Vowels modified by r - er
  Vowel digraphs modified by r: ear (year, search, bear),
  our, (fourth, hour).

Word Analysis - Structural Elements

Understanding formation of contractions.
Understanding formation of compound words.
Suffixes - -ness, -ly, -er, -est, -n. -en, -self
  Doubling final consonant before adding -ed,-ing,-er,-est.
  Dropping final e before adding -ed,-ing,-er,-est.
  Changing y to i before adding -es,-ed.
  Learning the meaning of comparative and superlative forms.
Prefixes - un-.
Syllabication - Recognizing the use of a hyphen.
Using syllabication to aid in identifying unknown words.
Recognizing double medial consonant as a clue to syllabication (ladder).

Suffixes - ful, -fully, -ish, -less.
  Dropping final e before adding y.
  Changing y to i before adding -er, -est.
  Dropping final e before adding -ing to words ending in le.
Syllabication - Recognizing two different medial consonants as a clue
  to syllabication.
  Learning that be is a syllable in many words which it begins.
  Associating the number of vowel sounds with the number of syllables
  in a word.

Language Development

Improving eye - voice span in oral reading.
Interpreting emotions of characters through oral reading of dialogue.
Increasing awaremess of visual images through oral reading.
Evaluating recall by writing answers to comprehension questions.
Developing ability to compose stories.
Relating words to their language function.
Developing skill in classifying phrases.
Recognizing and forming similies.
Developing and distinguishing multiple word meanings.
Noting word relationships and learning to classify words.
Recognizing homonyms and homographs.
Developing skill in selecting word opposites.
Selecting appropriate definitions in context.
Recognizing antonyms.
Developing skill in selecting precise word meanings.
Learning the meaning of the apostrophe in contractions.
Utilizing language cues to select homonyms.
Utilizing language cues to determine pronunciation.
Understanding the use and meaning of additional punctuation marks.

Comprehension

Organizing steps of a process in logical sequence.
Organizing main ideas in sequence.
Increasing skill in understanding time sequence.
Verifying answers and opinions through reading.
Locating related details.
Perceiving related cause and effect.
Determining causes for specific action.
Using text to enrich picture interpretation.
Noting and understanding idiomatic expressions.
Recognizing descriptive words and colorful language.
Interpreting figurative language through understanding of colloquial expressions and use of similies.
Making inferences from implied facts.
Making inferences from illustrations.
Drawing conclusion from related facts.
Evaluating and comparing predicted outcomes.
Distinguishing true statements from false.
Distinguishing relevant information.
Understanding a play format.
Understanding fables.
Evaluating and analyzing character motives and traits.

Study Skills

Following two-step and oral and written directions.
Reading phrases for directions.
Writing directions.
Noting story subtitles in table of contents.
Understanding the term "chapter".
Noting story authors.
Using table of contents to find specific information: page numbers, titles, authors.
Developing readiness for arranging words alphabetically.
Developing skill in recognizing alphabetical order and in alphabetizing words to the first letter.
Using two-letter guides to find words in a dictionary.
Using key words to identify words in a dictionary.
Noting syllables and inflected forms of words in a dictionary.
Understanding and interpreting charts, maps, globes.
Locating and evaluating multiple sources for one topic.
Skimming to note details and main ideas and to locate topics.
Skimming for correct sequence.
Skimming to plan dialogue reading.
Skimming to find key words.
Learning to develop an outline.
Organizing main ideas and details.
Summarizing through skimming.
Learning to summarize main points.
Selecting summarizing sentences.

THIRD READER

Word Analysis - Phonic Elements

Consonant Blend - spr, scr, ng, nt, spl

Long Vowels -

- When a one syllable word or an accented syllable contains two vowels, one of which is a final e, the first vowel is usually long and the e is silent.
- When there are two vowels side by side in a one-syllable word or in an accented syllable of a two-syllable word, the first vowel is usually long and the second is usually silent.
- When an accented syllable ends with a single vowel, the vowel usually stands for its long sound.

Recognizing and using diacritical markings for long and short vowel sounds.

Noting schwa sound in unaccented syllables.

- When the second syllable in a two-syllable word is accented, the sound for an "a" in the first syllable is usually the schwa.

Word Analysis - Structural Elements

Word endings - es.
Recognizing term suffix.
Adding suffixes -lessly, -ous, -or(agent), -le, -tion, to known words.
Recognizing term prefix.
Adding prefixes im-, in-, dis-, to known words.
Recognizing as clues to syllabication: prefixes and suffixes, final consonant and le, compound words, single medial consonant, medial digraph.'
Using syllabication to aid in identifying new words.
Hearing and marking accented syllables.
Learning that in two-syllable words the first syllable is accented more often than the second.
Noting unaccented syllables.
Noting accent in words with prefixes and suffixes.
Noting accent in words ending in tle.
Noting vowel sounds in accented syllables.
Noting effect of accent in momographs.
Using diacritical marks and accent to aid in identifying new words.
Developing independence in word recognition through use of a standard dictionary.

Recognizing and adding suffixes -ion, -al, -ation, -ment, -ship, -ward, -ty, -teen, -sion.
Understanding the formation of possessive forms.
Changing f to v when forming plurals.
Recognizing and adding prefixes super-, re-.
Noting th4 ending ed as a syllable.
Learning to syllabicate three and four-syllable words.
Recognizing as a clue to syllabication: medial consonant.
Noting schwa sound in unaccented syllables.
Noting changes in accent when suffixes are added to base words.

Language Development

Developing concepts about communication.
Reflecting story moods through oral reading.
Utilizing intonation as a cue to meaning.
Developing an understanding of play form through dramatizing.
Broadening the concept of an alphabet as a means to express written language.
Seeing relationships among phrases.
Recognizing the subject of a description.
Recognizing ant4cedents of personal pronouns.
Recognizing unusual meanings for familiar words.
Learning the term synonym.
Noting action words.
Developing the use of colorful verbs.
Learning irregular past tense of verbs.
Interpreting type style and punctuation: ellipsis, dash, italics.
Distinguishing the language patterns for who, whose, whom.

Comprehension

Developing concepts of time and distance.
Understanding references to definite and indefinite periods of time.
Locating story scenes.
Recognizing sequential presentation of information in a factual article.
Extracting facts from a fictional setting.
Following printed directions.
Evaluating relative importance of story details.
Understanding purposes of introductory and concluding paragraphs.
Comparing and contrasting events and plots.
Interpreting cause-and-effect relationships.
Extracting and interpreting information from graphic materials.
Interpreting idiomatic and figurative expressions.
Interpreting descriptive passages.
Interpreting figurative language as depicted through sarcasm.
Noting and interpreting the author's point of view.
Supplying details not given.
Contrasting past and present in predicting outcome.
Recognizing advertising techniques.
Noting and correcting erroneous details.
Evaluating solutions to problems.
Distinguishing between fact and opinion.
Developing understanding of scientific attitudes and methods.
Applying problem-solving techniques.
Evaluating differing points of view.
Distinguishing constructive criticism.
Noting the folk tale as a literary form.
Distinguishing between fiction and non-fiction.
Recognizing author techniques for maintaining interest.
Understanding an author's use of descriptive terms.
Comparing and contrasting different types of reading material.
Developing understanding of biography, historical fiction.
Understanding the development of story characterization.
Determining reasons for behavior of story characters.
Using descriptions to identify story characters.
Using language cues to interpret characters moods.
Interpreting feelings of characters through dialogue.
Interpreting reader's feelings toward story characters.

Study Skills

Following multiple steps in oral 7 written directions.
Learning to adjust rate of reading to purpose.
Recognizing that different types of materials are read in different ways.
Learning to alphabetize to the second and third letters.
Learning to estimate the location of words in a dictionary.
Recognizing alphabetical order in a dictionary.
Understanding the general format of a dictionary page.
Understanding the purpose of dictionary guidewords.
Understanding the many kinds of information given for entry words in a dictionary.
Interpreting dictionary indicators of syllables and accents.
Using a dictionary page to derive, select, and verify word meanings.
Utilizing an encyclopedia and map key.
Interpreting diagrams.
Comparing purposes of resource material.
Skimming to locate information to prove a statement.
Using word clues as an aid in skimming.
Developing concepts for outlining.
Developing skills in expanding an outline.
Learning to outline stories, information, and problem-solving techniques.
Learning to select main topics and subtopics for an outline.
Learning to identify and organize outline topics.
Learning to evaluate summaries.
Learning to summarize stories.
Summarizing from outlines and from notes.
Utilizing note-taking techniques in preparing an outline.
Extracting and organizing notes of story facts.
Note-taking from an outline.

FOURTH READER

Word Analysis - Phonic Elements

Extending understanding of single consonants, consonant blends, consonant digraphs, and silent conconants.
Extending understanding of short vowels, long vowels, vowel digraphs, schwa, diphthongs, and vowels modified by r.
Reviewing diacritical marks for long and short vowels. Interpreting diacritical marks in a pronunciation key. Using a pronunciation key to identify unfamiliar words.

Word Analysis - Structural Elements

Reinforcing understanding of the structure and meaning of contractions and compound words.
Developing understanding of suffixes: -ness, -er, -y, -ly, -able, -ity, -ation, -en, -ful, -ment, -less, -ance. Recognizing suffixes that change base words to nouns.
Developing understanding of prefixes: dis-, im-, re-, un-, over-, under-, inter-.
Extending understanding of syllabic generalizations.
Reviewing generalizations about accented and unaccented syllables. Introducing secondary accents. Marking primary and secondary accented syllables.
Reviewing and extending use of context and word definitions in deriving

meaning and pronunciation. Developing independence in word recognition through use of a glossary and a dictionary. Using dictionary respellings to aid in identification of unfamiliar words.

Language Development

Understanding the human need to communicate. Extending understanding of oral language as a form of communication. Improving oral interpretation of printed text. Refining oral reading techniques for various literary forms. Reinforcing the use of intonation, inflection, pitch, and rhythm. Recognizing the difference between a reading vocabulary and a speaking vocabulary. Developing further skill in oral reporting and discussion. Developing skill in dramatization, role-playing, dialogue reading, and choral speaking.

Extending understanding of written language as a form of communication. Evaluating the purpose of written language in various literary forms. Extending understanding of the relationship between oral and written language. Refining the use of language through creative composition.

Recognizing different **types** of sentences. Reviewing name words, action words, and descriptive words. Identifying words: nouns and pronouns, verbs, adjectives. Developing further skill in identifying phrases.

Understanding multiple meanings of words. Recognizing synonyms, antonyms, homonyms, homographs. Developing understanding of word origins. Understanding the concept that word meanings grow and change through time and usage. Understanding specialized vocabulary terms relevant to content area reading.

Reviewing type style and punctuation: ellipsis, dash, italics, period, question mark, quotation marks, comma, exclamation point, apostrophe. Identifying the term parenthesis. Interpreting punctation: colon, semicolon. Recognizing purpose of varying type style and format.

Comprehension

Literal:

Recognizing sequence of events in various literary forms. Recalling and verifying specific information.

Interpretive:

Recognizing the main idea at the beginning, middle, or end of a paragraph. Understanding purposes of introductory paragraphs. Interpreting implied main ideas. Recognizing important ideas stated in different ways. Recognizing supporting details. Developing ability to paraphrase main idea.

Developing further skill in recognizing cause and effect relationships. Interpreting a similar theme in different selections. Extending story concepts by relating to personal experience.

Understanding jargon through use of context. Interpreting figurative language. Recognizing poetic use of words. Interpreting idiomatic expressions. Understanding colloquial language. Appreciating descriptive language.

Developing further skill in making inferences. Recognizing the implied meanings of words. Inferring ideas through use of implied facts. Developing further skill in making deductions and drawing conclusion.

Critical:

Developing further skill in predicting and verifying outcomes. Developing further skill in distinguishing fact and opinion. Developing further skill in distinguishing fact and fantasy. Forming or changing attitudes on basis of new information. Evaluating conclusions based on evidence. Evaluating validity of content within a selection. Learning to recognize distortion and exaggeration.

Identifying and interpreting specific types of fiction and non-fiction: fairy tale, folk tale, myth, fable, short story, science fiction, historical fiction, play, poetry, biography, autobiography, essay. Evaluating effective techniques for conveying ideas in different forms. Developing appreciation for stylistic elements such as the use of figurative language, humor, exaggeration, and irony. Understanding use of alliteration, assonance, rhyme, rhythm, and stress in poetry. Evaluating author's use of language in relation to his purpose for writing. Examining author's background to aid in interpretation of material.

Interpreting emotions and motives of characters. Recognizing primary and secondary motivations of characters. Comparing and contrasting characters in a selection and in different selections. Interpreting dialogue that reveals a character's emotions. Judging whether characters are true to life.

Study Skills

Extending ability to read and follow written directions independently. Extending ability to follow multiple-step directions. Learning to follow a study plan.

Learning to establish purposes for silent reading. Developing further skill in independent silent reading. Learning to adjust rate of reading to literary type and purpose for reading.

Location of information:

Reviewing use of table of contents to find specific information. Reviewing alphabetizing to the third letter. Learning to alphabetize to the fourth letter. Using alphabetical order to locate information in the encyclopedia, index, directory, and dictionary.

Reinforcing ability to use alphabetical order to locate entries. Understanding purpose of guide words. Using a dictionary to select and verify word meanings in relation to context. Learning to interpret a pronunciation key. Using a pronunciation key to interpret dictionary respellings. Applying dictionary skills to use of a glossary.

Reinforcing ability to use encyclopedia and other reference materials such as maps, charts, globes, and diagrams. Learning to use the index volume of an encyclopedia . Developing understanding of the organization of articles in an encyclopedia. Understanding the purpose and format of an index. Using an index to locate specific information. Extending ability to interpret maps and map legends.

Organization and Recording of Information:

Reinforcing ability to skim to locate special terms, specific words, sentences, and paragraphs. Using skimming to develop headings and subheadings in an outline.

Understanding format of an outline. Selecting main topics and sub-topics. Outlining various kinds of selections. Using main headings in a selection to form an outline. Using an outline as a study device to record information.

Developing further skill in summarizing specific information. Developing further skill in summarizing main ideas of sentences, paragraphs, selections, and related selections.

Using note-taking skills in preparing outlines. Using note-taking skills to write reports.

FIFTH READER

Word Analysis - Phonic Elements

Reviewing and extending understanding of consonant combinations. Reviewing and extending knowledge of vowels and vowel combinations. Extending ability to interpret a pronunciation key. Extending understanding of phonetic respellings to identify new words and to compare different pronunciations of the same word.

Structural Elements

Extending understanding of meaning of contractions and compound words through use of context.

Developing understanding of suffixes: -ward, -ous, -ish. Developing further understanding that suffixes can add meaning to a base word. Developing understanding that addition of suffixes may change the function of a base word in a sentence.

Developing understanding of prefixes: trans-, mid-, en-, auto-, mis-, photo-. Extending ability to analyze unfamiliar words through prefix meanings.

Recognizing exceptions to syllabic generalizations.

Extending understanding of accented and unaccented syllables as an aid to pronunciation of unfamiliar words.

Developing skill in useoof context to recognize familiar words used in unfamiliar ways and to distinguish among miltiple meanings. Developing skill in use of context to select appropriate definition in a glossary or a dictionary.

Language Development

Developing awareness of the importance of good communication. Extending understanding of the purpose of language. Extending ability to convey emotion in oral reading. Developing speaking techniques by telling original stories and giving speeches. Conducting interviews to gather information for oral reports. Developing further skill in dramatization and choral speaking.

Understanding that written language preserves ideas. Recognizing ongoing changes in language. Developing skill in writing clearly and concisely. Developing understanding of literary forms through creative writing.

Identifying and comparing action and non-action sentences. Analyzing sentence construction to identify function of sentence parts. Identifying adjectives, adverbs, verbs, nouns, pronouns by function in sentence. Understanding that modifiers enhance sentence meaning. Understanding use of function words, such as: after, before, when, as, while, and because, to introduce sentence parts. Understanding signal words that indicate cause and effect: because, since, therefore, in order to, as a result, so that. Understanding use of connectives in sentences that contain two main ideas. ideas. Identifying adjective, adverb, and noun phrases and noting their placement in sentences.

Utilizing etymological concepts to relate word meanings. Extending concepts for synonyms and antonyms. Developing ability to discern precise word meanings. Developing awareness of connotations of words. Developing ability to use all methods of defining words. Developing concepts for word analogies.

Understanding use of single and double quotation marks.

Comprehension

Literal:

Using cause and effect to determine sequence of events. Arranging a sequence of events in correct order.

Interpretive:

Understanding purposes of varying placement of the main idea in paragraphs. Recognizing details that lead to a main idea. Evaluating the importance of details. Understanding the structure of a paragraph. Using headings and subheadings to help identify main idea.

Comparing related main ideas in different selections.

Comparing literal and figurative meaning of words. Recognizing purpose and use of onamatopoeia. Interpreting archaic words.

Refining ability to draw logical conclusions and support them with evidence. Developing awareness of hidden meanings. Forming generaliztions based on evidence.

Critical:

Evaluating credibility to evidence. Evaluating validity of various sources of information. Learning to recognize author bias.

Identifying and interpreting tall tales. Developing further understanding of biography, autobiography, and historical fiction. Recognizing literary devices. Developing further appreciation of poetry. Recognizing similarities and differences in poetic style. Understanding flashback technique and a story within a story. Interpreting symbols. Recognizing an author's attitude toward his subject. Understanding the author's intent.

Recognizing details that reveal character. Understanding author's use of different literary techniques to depict character such as exaggeration, irony, descriptive phrases, and humor. Learning to evaluate character traits from reading about a person.

Study Skills

Reinforcing ability to follow directions independently in completing assignments.

Reinforcing ability to read for information.
Location of information:
Using table of contents to identify types of selections.
Learning to alphabetize beyond the fourth letter. Using alphabetical order to locate information in a card catalogue.

Recognizing variant pronunciations. Learning to use cross-references.

Developing further skill in interpreting maps through use of a map scale. Understanding the purpose of a card catalogue. Understanding organization of information in a card catalogue by author and subject. Comparing information derived from several sources.

Organization and recording of information:

Developing greater facility in skimming for information. Skimming for an overview.

Reviewing concept and structure of an outline. Developing further skill in summarizing main ideas to build an outline. Presenting conclusion and supporting evidence in outline form.

Recognizing summaries in selections. Identifying key words to summarize main ideas and paragraphs. Summarizing main events of a selection. Using subheadings to summarize story events.

Using headings and subheadings in organizing notes. Taking notes using key words in sentences and paragraphs. Taking notes in phrases. Evaluating notes and eliminating unimportant words.

SIXTH READER

Word Analysis - Phonic Elements

Developing further skill in use of a pronunciation key to identify unfamiliar words.

Word Analysis - Structural Elements

Reinforcing understanding of compound words through analysis of component parts.

Extending understanding of suffixes: -ty, -ary, -ure, -or, -ist, -ant, -al, -ic, -ent, -like, -ence, -most, -ive, -ative, -wise. Identifying suffixes that change base words to adjectives. Interpreting meanings of words having multiple affixes. Extending ability to analyze unfamiliar words through suffix meanings.

Developing understanding of prefixes: non-, anti-, pro-, out-, self-.

Reviewing syllabic generalizations.

Reviewing accented and unaccented syllables with emphasis on words with affixes.

Reviewing use of context to interpret meaning of unfamiliar words. Developing skill in use of context as an aid to understanding figurative language. Classifying words to extend understanding of meaning.

Language Development

Recognizing storytelling as a means of communication. Refining oral reading techniques for all literary forms. Developing further skill in effective oral reading of poetry. Developing skill in debating.

Understanding process, history, and significance of printing. Developing further understanding of evolution of language. Developing language facility through writing original prose and poetry.

Identifying clauses. Understanding use of signal words to introduce clauses: who, that, which, when, while, where, why, how. Understanding function of clauses in sentences.

Recognizing geographical differences in usage. Developing further understanding of evolution and function of words. Learning to classify words. Extending ability to complete word analogies. Extending ability to use a specialized vocabulary.

Recognizing use of subheadings to organize ideas. Understanding that headlines state main ideas.

Comprehension

Literal:

Relating details in a selection to sequence.

Interpretive:

Recognizing the main idea in a selection. Understanding how details in a paragraph support the main idea through example, proof, or sequence of events.

Interpreting content by perceiving cause and effect relationships. Comparing fictional and factual accounts of same subject.

Appreciating the use of figurative language in poetry. Recognizing different types of descriptive comparisons. Understanding and interpreting "loaded" words.

Making inferences to expand understanding of poetry.

Critical:

Differentiating between rumors and opinions based on facts. Evaluating accuracy of exaggerated and self-contradictory statements.

Learning about the historical development of literary forms. Identifying and interpreting legends. Understanding a legend as a type of folk tale. Appreciating an author's style. Recognizing and evaluating an author's techniques. Appreciating the function of dialogue. Recognizing and responding to mood in poetry. Understanding personification, comparison, and contrast in poetry. Recognizing that an author expresses a point of view through his writing.

Interpreting character as revealed in autobiography and personal narrative. Recognizing relationships among characters. Examing the resolution of personal conflicts. Understanding a character's viewpoint.

Study Skills

Learning to follow exact directions for a scientific experiment. Developing further skill in adjusting reading rate.

Location of information:

Developing facility in using alphabetical order to locate information in reference materials.

Learning to use an unabridged dictionary to investigate word origin. Reinforcing ability to use a glossary.

Developing further skill in interpreting maps through use of a grid. Understanding organization of an encyclopedia article. Understanding cross references. Developing ability to read a newspaper critically. Developing further skill in interpreting diagrams.

Organization and recording of information:

Skimming by using key words.

Reviewing methods of organizing information in outline form. Combining information in an outline.

Extending skill in summarizing paragraphs. Summarizing material in a selection by taking notes on main ideas and details. Summarizing information from reference materials.

Developing further skill in taking concise notes to summarize sentences and paragraphs. Learning to answer questions from notes.

HARPER & ROW

SCOPE AND SEQUENCE

READINESS - SIXTH LEVEL

Readiness - OFF WE GO

Comprehension Skills

Word and Number Concepts
Identifying Objects
Noting Relationships
Noting Story Sequence
Following Directions
Classifying
Comparing and Contrasting
Making and Confirming Judgements
Using Personal Experience
Drawing Conclusions

Pre-Primer 1 - JANET & MARK

Auditory Discrimination and Visual Perception

Initial Consonants: J, M, C, S, D
Inflectional Forms: S

Syntax: Sentence Analysis

Noun Phrase Expansion and Substitution
Question Transformation
Verb Phrase Expansion and Substitution
First Word, Names, Titles; Matching
Noun and Phrase Markers; Connector
What Adjectives and Adverbs Do

Comprehension Skills

Skimming for Information and Detail
Picture and Context Clues
Opposites and Category, etc.
Book and Story Titles, etc.
Stress, Pitch and Juncture
Projecting Story

Pre-Primer 2 - OUTDOORS AND IN

Auditory Discrimination and Visual Perception

Label Words
Initial Consonants: L, W, H, G, N
Inflectional Verb Forms: S

Syntax: Sentence Analysis

Negative Transformation
Punctuation: (.) (?)

Comprehension Skills
Rhyming Words
Label Words
Noting Phrase, Sentence, etc.

Pre-Primer 3 - CITY DAYS, CITY WAYS

Auditory Discrimination and Visual Perception
Initial Consonants: R, T, Y, B, F
Initial Digraphs: WH
Inflectional Verb Forms: ing

Syntax: Sentence Analysis
Noun-Verb Phrase Expansion and Substitution
Exclamation Transformation
Punctuation: (!) (...) (" ")
Question Marker

Comprehension Skills
Discovering Main Idea
Finding Evidence
Expressing Opinions
Using Imagination

Pre-Primer 4 - JUST FOR FUN

Auditory Discrimination and Visual Perception
Rhyming Words-Pictures

Primer - AROUND THE CORNER

Auditory Discrimination and Visual Perception
Picture Dictionary
Integrating Reading, Writing and Spelling
Initial Consonants: P, V, Z
Initial Digraphs: sh, th(voiced)
Phonetic Parts: ay, er, ow(how), ar, ir
Final Consonants: T, N, R, L, D
Initial and Final Clusters: st-, sw-, gr-
Vowels: Y (i)
Inflectional Noun Forms: es
Compound Words

Syntax: Sentence Analysis
Structure Words: (,) (-)
Clause and Verb Markers

Comprehension Skills
Summarizing
Simile, etc.
Making Inferences
Noting Word Imagery

Book 1, Strand 1 - REAL AND MAKE-BELIEVE

Auditory Discrimination and Visual Perception

Consonant Substitution, Elimination, Annexation
Context Clues
Initial Consonants: K
Initial Digraphs: ch, kn, th(un-voiced)
Phonetic Parts: ew, oo(good), oo(moon), ow(o), ou(out), ur, ee
Final Consonants: K, M, I, P
Initial and Final Clusters: sp-, fl-, sl-, cl-, tr-, cr-, sc-, dr-, fr-, qu-, spr-, bl-, sm-; -st
Vowels: a, e, i, o, u (long and short)
Final Consonant Digraphs: -ch, -ck
Endings: le
Syllables: Division and Accent (2 syllables)
Inflectional Verb Forms: ed
Inflectional Noun Forms: y to i, plus es
Inflectional Possessive Forms: 's
Derivational Suffix Forms: ly
Hyphenated Words

Comprehension Skills

Fact vs. Fiction and/or Opinion

Book 2, Stand 1 - ALL THROUGH THE YEAR

Auditory Discrimination and Visual Perception

Known Sounds; Syllabication
Multiple Meanings
Phonetic Parts; aw, or
Initial and Final Clusters: sk-, pl-, br-, sn-, str-; -nd, -nt, -ng
Final Consonant Digraphs: -sh, -th
Vowel Digraphs: ai, oa, ea
Vowel Dipthongs: oi, oy
Two-Sound Consonant: c, g, s
Division and Accent (3 syllables)
Inflectional Verb Forms: n, en
Inflectional Adjective Forms: er, est
Derivational Forms: un, re (prefix)
Derivational Suffix Forms: er, ful, y, less, ness
Contractions From Expanded Forms

Comprehension Skills

Multiple Word Meanings
Affixation and Compounding
Using Maps, etc.

Book 3, Strand 1 - FROM FARAWAY PLACES

Auditory Discrimination and Visual Perception

"Compound Words - Glossary

Initial Digraphs: wr, gu
Initial and Final Clusters: gl
Vowels: schwa
Endings: ble, dle, ple, tle, ten, tion
Phonograms: igh, ight, ough, ought, ea, ear
Irregular Verb Forms
Inflectional Noun Forms: f to v, plus es
Derivational Prefix Forms: dis

Comprehension Skills
Alphabetizing
Learning Dictionary Skills
Using Reference Materials

From this point, the skills are extended and maintained throughout the program.

EVALUATING THE PROGRAM

The evaluation procedures that follow describe for the teacher the methods for identifying initial pupil placement. In addition, a system is identified for assessing the skill development of the individual student.

Recognizing the importance of the cycle, diagnosis, prescription and evaluation, the pupil objectives must be consistent with the evaluation instruments. The tests were selected on this basis, with the continuity of the total assessment of prime concern. In-service will be held at each building for clarification.

The effectiveness of the reading program will depend on:

- The ability of the teacher to interpret all the data accumulated on the student. If the data is not interpreted consistent to the objectives for the program, the material used will be ineffective.
- The distribution of books and materials and the familiarity of the teachers to the materials available.

EVALUATING THE PROGRAM

READINESS - EIGHTH LEVEL

Placement

Harper-Row Pre-Reading Test

The Readiness Test will be given to all first level students at the beginning of the year. The results of the test will be used according to the directions and profile placement in the Teacher's Manual. After the teacher has designed a profile for each child, she will place the child according to the continuous program chart and the placement recommendation for the Harper-Row Readiness Test.

Macmillan Primer Mastery Test (Achievement)

The Macmillan Primer Mastery Test will be given to the fast students who have completed the last Harper-Row Pre-Primer, Just For Fun, in order to diagnose whether the child should go into the Harper-Row or Macmillan Primer. After the child achieves the prescribed standards for the test, he should be placed in the Macmillan Primer, Worlds of Wonder. If not, the child should be placed in the Harper-Row Primer Program, Around the Corner.

* Students in the Macmillan program should also complete the Harper & Row Strand II Program.

Achievement Tests

Harper-Row Achievement Test, Levels 2-6

The Harper-Row Achievement Tests are more difficult in format and technical skills than the children have had in the Ginn program. Due to this, and to get a valid analysis of weaknesses and strengths for placement, the following procedures should be followed:

- Approximately 2/3 of the class should be given the Harper-Row Achievement Test one level below the September, 1969 grade placement

- According to the diagnosis of the previous teacher, approximately 1/3 of the class will be slower students who should be given the Harper-Row Achievement Test two levels below their September, 1969 grade placement

Example: The fourth level teacher will give 2/3 of her class the third level Harper-Row Achievement Test

She will give (approximately) 1/3 of her class the second level Harper-Row Achievement Test

A score of 26%-84% on the Harper-Row Achievement Test would provide for sufficient mastery of basal content for acceleration to the next level of difficulty. A score of 85%-99% would qualify a youngster for the Macmillan series.

The students who qualify for the Macmillan program should be given the Macmillan Mastery Test at the appropriate level for placement and diagnosis. The Macmillan format is very different from the Harper-Row, and the student may not be able to work as effectively in this program at the level the Harper-Row test indicated.

Scott Foresman "Inventory Survey Test", Levels 4, 5, 6 - Form A
(For Levels 7-8)

The Scott Foresman Inventory Survey Tests, Form A (4, 5, 6) will be given to levels 7 and 8 at the beginning of the year. A student whose grade level placement score is at grade level, as shown by the test conversion table, should be placed in the basic text, Dimensions (for 7th) or Challenges (for 8th).

A student whose grade level placement score is at least one level above grade level should be placed in Success in Reading I for 7th level students or Success in Reading II for 8th level students.

A student whose grade level placement score is one level below grade level should be placed in Open Highways - Book 7 (for 7th level) or Open Highways - Book 8 (for 8th level). Holt-Rinehart's Sounds of A Distant Drum - 6 can be used as supplementary, but is not a developmental program. (Example: Three days a week, Open Highways; Two days, Sounds of A Distant Drum)

A student who scores below one grade level on the placement test should be placed in the Checkered Flag Series and the skill development program as follows: (Keep in mind, as always - teacher interpretation)

Content and Skill Development Program

Examples:

- Teacher selected materials, plus use of the tape recorder for reinforcement of the directed lesson. (Refer to the Scope & Sequence Chart for necessary skills.)
- Be A Better Reader - Texts used in small group, teacher-directed situation.
- Learning Your Language - Texts used in small groups or individual, teacher-directed situation.
- SRA Reading Kits
- Old Texts - Torn apart and put into kits (Ginn Series and others)
- Other materials such as:
    - Library Kits - Paperbacks (furnished by CMC)
    - Developmental Readers
    - Reader's Digest
    - Sullivan materials
    - Frostig materials
    - Bank Street Readers

PLACEMENT

- The past and present teacher judgement should be considered in placing the student
- Informal testing may be used if there is difficulty or doubt as to the interpretation of the achievement tests
- If through observation the teachers feels the child is not successfully achieving his group placement, the child should be reevaluated and placed in another situation

IN-PROCESS EVALUATION

The in-process evaluation of the student is a continuous process of recycling. The teacher should evaluate the achievement of the student by various methods. These would include:

- Harper-Row and Macmillan text tests
- Daily Independent Activity
- Student Attitude
- Unit Tests
- Informal Tests
- Teacher Interpretation of student achievement

TERMINAL EVALUATION

The terminal evaluation for the students will be based on their completion of the readers in which they were placed in September.

- Students in the Harper-Row program will be given the Harper-Row Achievement Test at the level which they have completed. The results should be recorded and tabulated for the following year's placement.
- The students in the Macmillan program will use the in-process testing and evaluation program which is built into the program as terminal evaluation.
- The 7th and 8th level students will use the Scott Foresman Inventory Survey Test, Form B, for terminal evaluation. These results should be tabulated and recorded for the following year's placement.

An evaluation survey instrument will be sent at the end of the year to all personnel involved in the reading program to evaluate the effectiveness of the placement, in-process and terminal evaluation program.

IMPORTANT: The Harper-Row tests will be harder for children as they are testing areas that students have not had opportunities to experience in the Ginn program. These tests should be a teaching tool. In light of this, teachers should not look just at the profile, but analyze which part of the tests the child shows specific weaknesses and strengths in.

The Harper-Row tests not only include word attack skills, vocabulary and word recognition, but emphasize seeing relationships, concept ability and interpretation. If the child does not score high in these areas, he should not be accelerated. Students, to this date, have not had as many learning experiences in these areas.

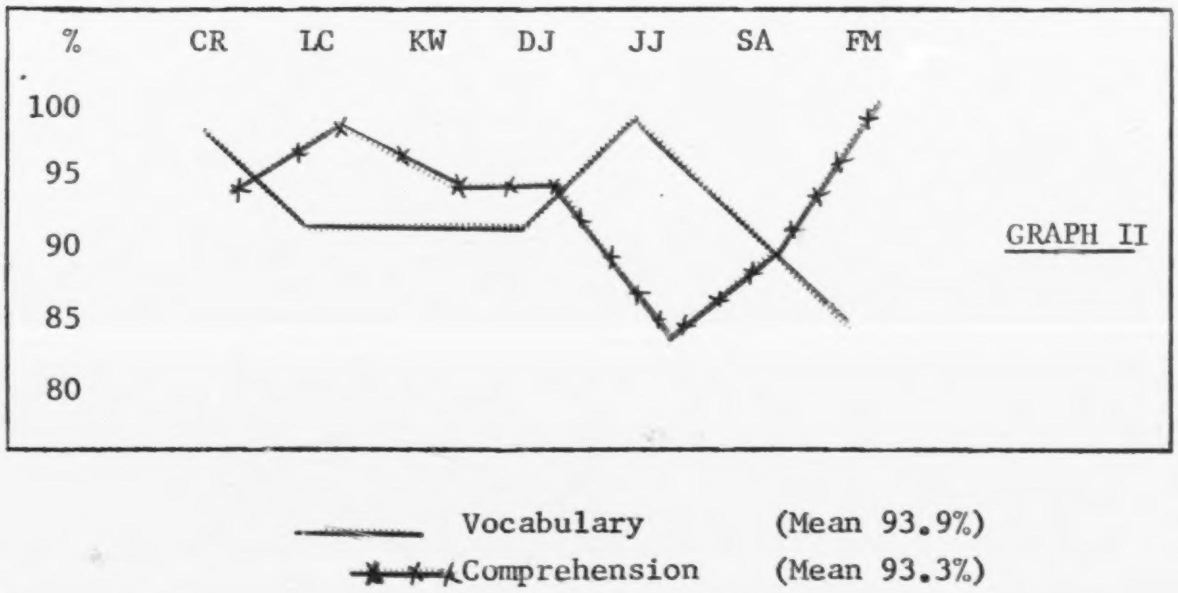
READING PROGRESS GRAPHS

MODEL EXAMPLE

Here is one method, using achievement tests, that teachers can graph student progress in reading. The percentage of correct answers is listed on the left-hand side with the initials of the students across the top of the graph.

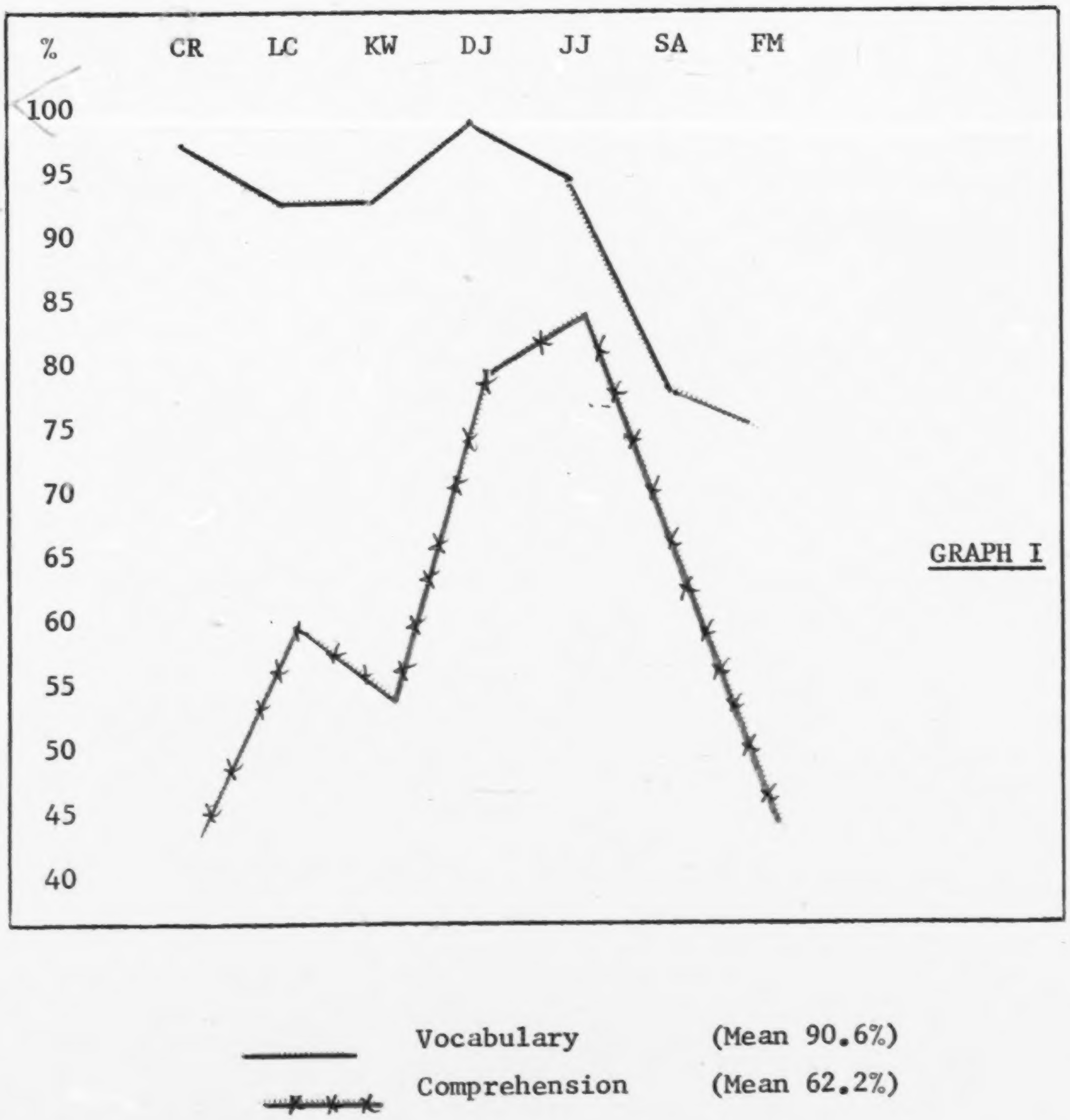
Students were evaluated using reading achievement tests, covering vocabulary and comprehension. The blue line indicates vocabulary achievement; the red line, comprehension achievement. By comparing the two graphs, Graph I for We Are Neighbors and Graph II for Around the Corner (for the same seven students), it is possible to determine the student learning that has occurred. The same type of graph can be made for the Harper & Row Achievement Tests, thereby enabling the teacher to use evidence along with her own judgement regarding student progress, areas of weaknesses and diagnostic evaluations concerning student needs. Graphs can be prepared in 15-20 minutes by the teacher.

NOTE: Seeing relationships, concept ability and interpretation are included in the Harper-Row reading program. If the child does not score high here, he should not be in an accelerated program, or accelerate to another level.



Nash 5/23/69

Around the Corner



GRAPH I

Nash 2/18/69

We Are Neighbors

IN-PROCESS EVALUATION

Any comments that would aid in the revision or supplementation of this guide would be appreciated.

Workshops or In-Service (Contact CMC if desired this year):

Additional Materials or Information to be Included:

Revision of Materials Included in Guide:

Additional Comments or Suggestions for District Reading Committee Regarding This Guide or Any Other Needs Pertaining to the Reading Program:

Your Methods or Organization That Might Help Others: